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ABSTRACT

This detailed curriculum guide has been compiled as a sequential framework for teaching the language arts from first grade through twelfth grade. Following a language arts skills chart for elementary grades, the guide outlines learning programs for the specific skills of spelling, language, grammar, listening, composition, handwriting, reading and literature, practical English, business English, drama, and speech for each of the twelve grades. The objectives, content, resource materials, and activities are listed for each learning area at each grade level. (JM)

LANGUAGE ARTS

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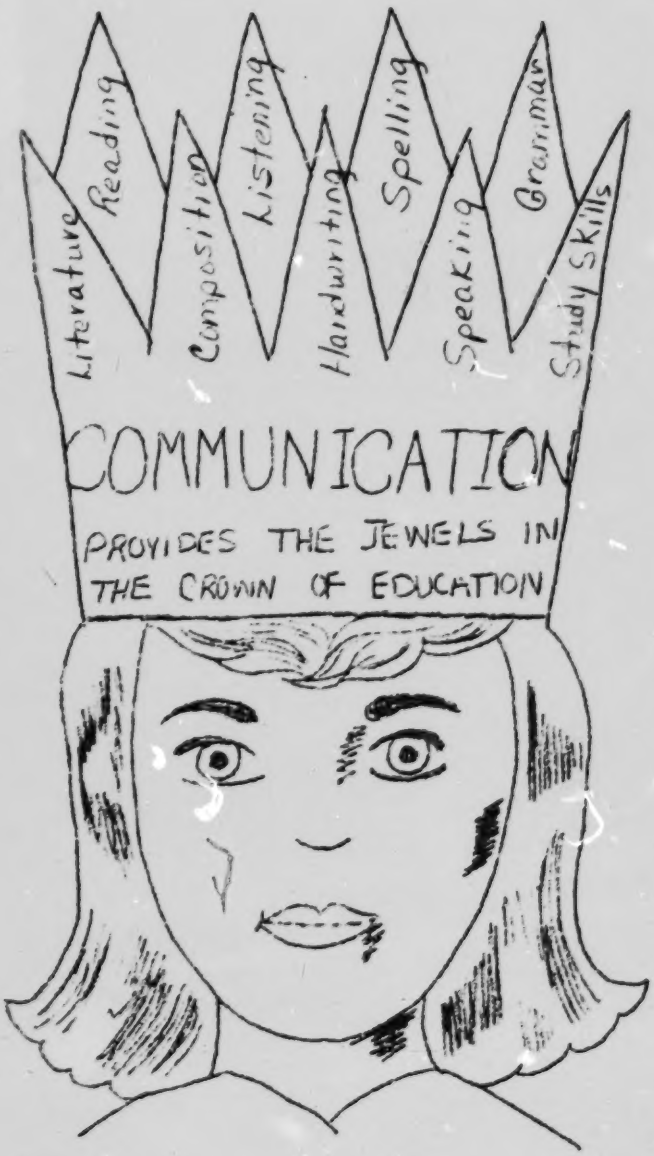

North Fayette County Community School District
Summer 1973

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CS 201 862

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PHILOSOPHY

The philosophy which has guided the work of the Language Arts Curriculum Committee is that each student is a sum total of his life experiences, and is, therefore, a unique individual. We believe that each student should be accepted as he is and helped to progress as far as his individuality allows. Therefore, we believe the curriculum must be flexible enough to provide for the individual needs of the students.

With the aid of this guide, English teachers should be able to plan and develop meaningful learning experiences within a sequential language arts framework.

The teachers wrote the guide for their own use and to serve as guidelines for other teachers to follow in the implementation of curriculum.

We believe that the language arts skills are imperative in making a student a communicative individual, capable of expressing himself correctly, efficiently and effectively both in oral communication and written composition. We believe that, having attained these skills, he will be able to handle himself with ease and assurance, in whatever situation he finds himself in our modern complex society, and will be enabled to develop his powers of critical thinking, objective analysis, and sound judgment.

PREFACE

This course of study gives every teacher a perspective of the child as he progresses through the total language arts program and serves as a measuring stick for pupil performance. It provides a means of looking back at what teachers of previous levels have considered desirable language arts outcomes, so that the child who has not achieved them can be provided with experiences that will enable him to do so.

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TRENDS IN LANGUAGE ARTS

1. Greater emphasis on learning by self-discovery--self discovery both of the need to learn specific things and the content itself.

2. More teaching of language-skills-in-use context.

3. Broader definition of language skills to be taught--inclusive of listening, use of public address systems, combinations of graphic and verbal presentations of ideas, and library know-how.

4. Greater emphasis on those kinds of language skills that have utilitarian applications.

5. More attention on what makes linguistic competence and on the teaching of these components--e. g., specific reading skills for science, direct and deliberate vocabulary building.

6. Wider use of mechanical gadgets, such as tape recorders, opaque projectors, mechanical aids for improving reading skills, and public address systems.

7. More attention to remedial work, for able students as well as students with difficulties.

8. Greater concern with the individualization of instructional method.

9. More emphasis on developing well-rounded individuals rather than on creating narrow competencies.

10. Informality more often the rule in the classroom.

11. Greater use of "free reading" lists and other arrangements whereby students get acquainted with a wide range of literature rather than intensive, whole-class study of a very limited list of traditional classics.

12. Broader definition of "classics" to include much good contemporary literature.

13. Wider use of the non-textbook type of reading material, such as inexpensive pocket-book editions of the classics that children may keep as their own and periodicals.

14. More extensive use of school and classroom libraries.

15. Closer integration of work of English department with guidance, social studies, art, etc.

16. More teaching to further individual goals and needs.

17. More concern with aiding children to grow from where they are--in terms of skills and tastes--to their own, unique, highest potential.

18. More concern with provision of experiential background to make teaching skills more realistic.

19. More flexibility in quantity of subject matter to be taught.

20. Greater variety of elective English courses, which may be taken in place of, or in addition to, the standard English courses--e. g., Business English, Journalism, and Creative Writing.

21. More concern with achieving a balance between emphasis on English to develop an acceptable, basic cultural background and English to develop utilitarian communication skills.

22. More concern with English as a spoken language.

23. More specific teaching of communication skills that will make learning more efficient in school and out--e. g., note taking, study techniques for a variety of types of printed material, library science.

24. Greater concern with developing individual creative talents.

25. Greater endeavor to help students draw generalizations from literature which will be a guide for better living--less assumption that transfer from the specific to the general concept will be automatic.

26. Greater reluctance to accept inhibiting factors on the creative powers of teachers--such as too specific courses of study, dependence on omnibus and omnivorous texts, examinations developed by non-local agencies, and college entrance requirements.

Source-unknown

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LANGUAGE ARTS SKILLS CHART FOR THE ELEMENTARY SCHOOL

This chart is to serve as a supplement to the outline for each level. Because skills are listed in detail in this chart, they are not duplicated in the outline. It is hoped that this list of skills will be a convenient reference for locating the level at which each skill is formally presented and the levels at which practice is continued. It should be noted that many skills are common to all areas of the language arts; therefore, instruction in listening, reading, speaking, and writing skills may occur in any or all areas. Some language skills can be more effectively and functionally learned through the use of materials in the content subjects. In the list of speaking skills some may appear to be activities instead of skills. "To participate effectively" in these activities means that the student adequately uses the skills involved in each activity. Language skills should be applied and practiced in oral and written work in all subjects.

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I. Speaking Skills	K	1	2	3	4	5	6
A. To be able to use correct:							
1. Pronunciation	x	x	x	x	x	x	x
2. Enunciation	x	x	x	x	x	x	x
3. Voice control	x	x	x	x	x	x	x
B. To be able to use complete sentences	x	x	x	x	x	x	x
C. To participate effectively in:							
1. Dramatizations	x	x	x	x	x	x	x
2. Show and tell	x	x					
3. Giving directions				x	x	x	x
4. Conversation	x	x	x				
5. Explanations	x	x	x	x	x	x	x
6. Story telling	x	x	x	x	x	x	x
7. Choral reading	x	x	x	x	x	x	x
8. Word games	x	x	x	x	x	x	x
9. Creative dictation	x	x	x				
10. Introductions	x	x	x	x	x	x	x
11. Telephone usage					x	x	
12. Meeting procedure						x	x
13. Book reviews			x	x	x	x	x
14. Monologues							x
15. Small group planning	x	x	x	x	x	x	x
16. Reports	x	x	x	x	x	x	x
17. Demonstrations					x	x	x
18. Discussion	x	x	x	x	x	x	x
19. Role playing	x	x	x	x	x	x	x
20. Interviews						x	x
21. Creative play	x	x	x				
22. Prose and poetry	x	x	x	x	x	x	x

II. Listening Skills	K	1	2	3	4	5	6
A. To be able to:							
1. Differentiate letter sounds		x	x	x			
2. Recognize vocal signals		x	x	x	x	x	x
3. Detect errors or missing words		x	x	x	x	x	x
4. Utilize explanations		x	x	x	x	x	x
5. Follow directions		x	x	x	x	x	x
6. Follow through an announcement		x	x	x	x	x	x
7. Enjoy and appreciate prose and poetry		x	x	x	x	x	x
8. Gain specific knowledge from reports			x	x	x	x	x
9. Follow the sequence of events		x	x	x	x	x	x
10. Identify the mood		x	x	x	x	x	x
11. Recognize the main idea		x	x	x	x	x	x

III. Written Skills	K	1	2	3	4	5	6
A. To be able to use Capital letters for:							
1. First word of sentence		x	x	x	x	x	x
2. First word in the greeting of a letter			x	x	x	x	x
3. First word in the closing of a letter			x	x	x	x	x
4. First word of a line of poetry			x	x	x	x	x
5. First word of a speaker in conversation		x	x	x	x	x	x
6. First, last and all important words of titles:							
a. Book			x	x	x	x	x
b. Magazine			x		x	x	x
c. Newspaper			x		x	x	x
d. Poem			x		x	x	x
e. Report					x	x	x
f. Song			x		x	x	x
g. Story		x	x		x	x	x
7. The word I		x	x	x	x	x	x
8. Names of persons and pets		x	x	x	x	x	x
9. Words like Mother and Father when used as names		x	x	x	x	x	x
10. Words like Aunt and Uncle when used before names					x	x	x
11. Titles of persons			x	x	x	x	x
12. Initials		x	x	x	x	x	x
13. Names of towns and cities		x	x	x	x	x	x
14. Geographical names					x	x	x
15. The words Rural Route			x	x	x	x	x
16. Names of streets, avenues and roads			x	x	x	x	x
17. Some abbreviations			x	x	x	x	x
18. Names of schools, clubs and religious groups				x	x	x	x
19. The word God and other sacred names							x
20. Names of days, special days, months and holidays		x	x	x	x	x	x
21. Names of languages, people of countries and special groups of people				x	x	x	x
22. Proper adjectives						x	x
23. Names of regions						x	x
24. Names of buildings					x	x	x
25. Names of companies and stores					x	x	x
26. Names of railroads					x	x	x
27. Names of documents							x
28. Trade names							x
29. First word following a strong interjection							x
30. The first word of a main head and a subhead of an outline					x	x	x

III. Written Skills	K	1	2	3	4	5	6
B. To be able to use:							
1. An apostrophe:							
a. In a contraction		x	x	x	x	x	x
b. In the possesive form of a noun		x	x	x	x	x	x
2. A colon:							
a. After the greeting of a business letter					x	x	x
b. After the name of a speaker in play directions					x	x	x
c. In writing time				x	x	x	x
d. To introduce a list							x
3. A comma:							
a. After the greeting of a friendly letter			x	x	x	x	x
b. Between the name of a town or a city and the name of the state			x	x	x	x	x
c. Between the day and the year in a date		x	x	x	x	x	x
d. After a last name written before a first name					x	x	x
e. To separate parts of an entry in a bibliography						x	x
f. To separate parts in the source of notes					x	x	x
g. To set off the explanatory words in written conversation			x	x	x	x	x
h. To set off a name in direct address						x	x
i. To set off a word group, to add information about a noun							x
j. To separate words or groups of words in a series					x	x	x
k. After yes and no used at the beginning of a sentence					x	x	x
l. After a mild interjection							x
m. To set off a transitional word or phrase							x
n. Between a name and an abbreviation like Jr.					x	x	x
o. To indicate a pause between adjectives							x
p. Before the connective in a compound sentence unless the two parts are very short						x	x

III. Written Skills	K	1	2	3	4	5	6
4. Exclamation point:							
a. After a sentence that shows strong feeling		x			x	x	x
b. After a strong interjection							x
5. Hyphen							
a. To divide words into syllables at the end of a line				x	x	x	x
b. In some compound words							x
6. Period							
a. After a statement		x	x	x	x	x	x
b. After a command or request					x	x	x
c. After abbreviations; Dr., Mr., Mrs.		x	x	x	x	x	x
d. After an initial		x	x	x	x	x	x
e. After each numeral and letter in an outline					x	x	x
f. After some items in a bibliography entry							x
7. Question mark							
a. After a question		x	x	x	x	x	x
8. Quotation marks							
a. To indicate the exact words		x	x	x	x	x	x
b. Around titles of chapters, short stories and reports when written in a sentence						x	x
9. Underlining							
a. The titles of books, movies, radio and T. V. programs, newspapers and magazines						x	x
10. Indentation							
a. Paragraph			x	x	x	x	x
b. Letter writing			x	x	x	x	x
c. Titles			x	x	x	x	x
11. Margins					x	x	x

III. Written Skills

C. To be able to use correct form in:

	K	1	2	3	4	5	6
1. Letters							
a. Friendly		x	x	x	x	x	x
b. Thank-you		x	x	x	x	x	x
c. Invitations			x	x	x	x	x
d. Business					x	x	x
2. Envelopes			x	x	x	x	x
3. Newspaper						x	x
4. Poetry		x	x	x	x	x	x

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IV. Oral and Written Skills	K	1	2	3	4	5	6
A. To be able to recognize a sentence:		x	x	x	x	x	x
1. Subject (naming)							
a. Complete				x	x	x	x
b. Main word					x	x	x
2. Predicate (doing)							
a. Complete				x	x	x	x
b. Main word					x	x	x
3. Direct object					x	x	x
4. Indirect object							x
5. Predicate adjectives						x	x
6. Predicate noun						x	x
B. Recognize sentence patterns							
1. Noun - verb			x	x	x	x	x
2. Noun - verb - noun				x	x	x	x
3. Noun - linking verb - noun						x	x
4. Noun - linking verb - adjective						x	x
5. Noun - verb - verb						x	x
C. Distinguish kinds of sentences							
1. Declarative (telling)		x	x	x	x	x	x
2. Interrogative (asking)		x	x	x	x	x	x
3. Exclamatory					x	x	x
4. Imperative					x	x	x
D. Use correct usage							
1. A - an			x	x	x	x	x
2. Am			x	x	x	x	x
3. Ate - eaten			x	x	x	x	x
4. Began - begun					x	x	x
5. Bring - take						x	x
6. Broke - broken						x	x
7. Brought					x	x	x
8. Came - come			x	x	x	x	x
9. Chose - chosen							x
10. Did - done			x	x	x	x	x
11. Don't - doesn't				x	x	x	x
12. Double negative				x	x	x	x
13. Double subject					x	x	x
14. Drew - drawn							x
15. Drove - driven							x
16. Farther - further							x
17. Fell - fallen							x
18. Flew - flown							x
19. Flow - flowed							x
20. Froze - frozen							x
21. Gave - given			x	x	x	x	x
22. Gone - went			x	x	x	x	x
23. Grew - grown					x	x	x
24. Good - well					x	x	x
25. Has - have			x	x	x	x	x
26. Here - hear		x	x	x	x	x	x

IV. Oral and Written Skills	K	1	2	3	4	5	6
27. Is - are		x	x	x	x	x	x
28. In - into							x
29. Its - it's		x	x	x	x	x	x
30. "Kind of" - not "kind of a"							x
31. Knew - known				x	x	x	x
32. Learn - teach				x	x	x	x
33. Leave - let					x	x	x
34. Lie - lay						x	x
35. Naming self last			x	x	x	x	x
36. Not saying "this here" or "that there"					x	x	x
37. Ran - run			x	x	x	x	x
38. Rang - rung					x	x	x
39. Rather - not "sort of"							x
40. Real - really						x	x
41. Rise - raise							x
42. Rode- ridden						x	x
43. Saw - seen			x	x	x	x	x
44. Sit - set							x
45. "Somewhat" not "kind of"						x	x
46. Spoke - spoken						x	x
47. Sure - surely						x	x
48. Swam - swum						x	x
49. Stole - stolen							x
50. There - their - they're			x	x	x	x	x
51. This - that - these					x	x	x
52. Those - them				x	x	x	x
53. Threw - thrown				x	x	x	x
54. To - too - two		x	x	x	x	x	x
55. Took - taken				x	x	x	x
56. Tore - torn						x	x
57. Was - were			x	x	x	x	x
58. Went - gone			x	x	x	x	x
59. Wore - worn						x	x
60. Wrote - written				x	x	x	x
61. Unnecessary words							x
62. You're - your		x		x	x	x	x
E. To identify and apply parts of speech							
1. Adjectives (describing)			x	x	x	x	x
a. Position before noun					x	x	x
b. Position after linking verb						x	x
c. Markers (more-most-less-least)							x
d. Proper						x	x
e. Degree of comparison						x	x

IV. Oral and Written Skills	K	1	2	3	4	5	6
E. To identify and apply parts of speech							
2. Adverbs					x		
a. Position						x	x
b. Degree of comparison							x
3. Nouns (naming words)		x	x	x	x	x	x
a. Position				x	x	x	x
b. Form							
Singular			x	x	x	x	x
Plural			x	x	x	x	x
Possessive			x	x	x	x	x
Gender							x
4. Noun markers				x	x	x	x
5. Pronouns (noun substitutes)				x	x	x	x
a. Forms							
Objective					x	x	x
Subjective					x	x	x
Possessive					x	x	x
b. Singular-plural				x	x	x	x
6. Conjunctions (connectives)					x	x	x
7. Prepositions							x
a. Phrases							x
b. Use as adjectives or adverbs							x
8. Verbs (doing words)			x	x	x	x	x
a. Position				x	x	x	x
b. Form							
Plain				x	x	x	x
Singular				x	x	x	x
-ing form (present Participle)				x	x	x	x
Past				x	x	x	x
Past participle							x
c. Linking verbs						x	x
d. Auxiliary (helpers)			x	x	x	x	x
e. Phrases							x
9. Interjections							x

IV. Oral and Written Skills	K	1	2	3	4	5	6
F. To be able to compose:							
1. Complete sentences		x	x	x	x	x	x
2. Paragraphs (one idea)				x	x	x	x
3. Creative stories		x	x	x	x	x	x
4. Concise summaries					x	x	x
5. Organized reports				x	x	x	x
G. To be able to paraphrase while making certain it carries the same message							x

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	K	1	2	3	4	5	6
V. Work-Study Skills							
A. To be able to use:							
1. Dictionary							
a. Alphabetical order			x	x	x	x	x
b. Guide words				x	x	x	x
c. Root words (entry words) and derivatives				x	x	x	x
d. Homonyms (homophones)			x	x	x	x	x
e. Homographs					x	x	x
f. Synonyms			x	x	x	x	x
g. Antonyms			x	x	x	x	x
h. The key for diacritical markings				x	x	x	x
i. Word meanings			x	x	x	x	x
2. Library			x	x	x	x	x
a. Classification of books						x	x
b. Dewey Decimal System							x
c. Card catalog					x	x	x
Author			x	x	x	x	x
Title			x	x	x	x	x
Subject					x	x	x
Cross-reference							
d. Table of contents			x	x	x	x	x
e. Glossary				x	x	x	x
f. Index				x	x	x	x
g. Encyclopedia					x	x	x
Cross-reference						x	x
h. Almanacs							x
i. Atlasses					x	x	x
B. To be able to adequately:							
1. Take notes				x	x	x	x
2. Use outline form					x	x	x
3. Organize bibliography						x	x

VI. Handwriting Skills	K	1	2	3	4	5	6
A. Manuscript							
1. To be able to form letters correctly							
a. Lower case		x	x	x			
b. Upper case		x	x	x			
2. Space uniformly between							
a. Letters		x	x	x			
b. Words		x	x	x			
c. Sentences		x	x	x			
3. Hold writing instrument correctly		x	x	x			
4. Assume correct writing position		x	x	x			
5. Form numerals correctly		x	x	x			
6. Place paper in position		x	x	x			
7. Write with ease		x	x	x			
8. Write legibly		x	x	x			
9. Write neatly		x	x	x			
B. Cursive							
1. To be able to form letters correctly							
a. Lower case				x	x	x	x
b. Upper case				x	x	x	x
2. Use proper connecting strokes				x	x	x	x
3. Space uniformly between							
a. Words				x	x	x	x
b. Sentences				x	x	x	x
4. Use uniform and readable slant				x	x	x	x
5. Hold writing instrument correctly				x	x	x	x
6. Assume correct writing position				x	x	x	x
7. Place paper in position				x	x	x	x
8. Write with ease				x	x	x	x
9. Write legibly				x	x	x	x
10. Write neatly				x	x	x	x

VII. Spelling Skills	K	1	2	3	4	5	6
A. Auditory recognition of phonemes							
1. Consonant sounds							
a. 18 key consonant sounds		x	x	x	x	x	x
b. Sh, ch, th, ng, wh sounds			x	x	x	x	x
2. Short vowel sounds		x	x	x	x	x	x
B. Graphemic representation of phonemes							
1. Consonant sounds							
a. Regular consonant sounds		x	x	x	x	x	x
b. Sh, ch, ng, wh, and th sounds		x	x	x	x	x	x
c. Nk spelling of the ngk sound				x	x	x	x
d. X spelling of the ks sound			x	x	x	x	x
e. Th and TH sounds					x	x	x
f. Hw sounds spelled wh					x	x	x
g. Kw sounds spelled qu					x	x	x
h. K sound spelled c			x	x	x	x	x
i. S sound spelled c					x	x	x
j. G and j sounds spelled g					x	x	x
k. K sound spelled ck			x	x	x	x	x
l. K sound spelled ch					x	x	x
m. F sound spelled ph					x	x	x
n. Spelled with double letters					x	x	x
o. C and k spellings of the K sound			x	x	x	x	x
p. S spelling of the S and Z sounds			x	x	x	x	x
q. Gh spelling of f				x	x	x	x
r. Silent consonants			x	x	x	x	x
2. Vowel sounds							
a. Short vowel sound regularly spelled in initial or medial position			x	x	x	x	x
b. Long vowel sound spelled by							
(1) Single vowel at the end of a short word in open syllables			x	x	x	x	x
(2) Two vowels together			x	x	x	x	x
(3) Vowel-consonant-silent e			x	x	x	x	x

VII. Spelling Skills	K	1	2	3	4	5	6
3. Other long vowel spellings							
a. The ow spelling of long o			x	x	x	x	x
b. The ay spelling of long a			x	x	x	x	x
c. The final y spelling of long e			x	x	x	x	x
d. The final y spelling of long i			x	x	x	x	x
4. Additional vowel sounds and spellings							
a. The oo spelling of u̇ and u̇̇			x	x	x	x	x
b. The ow and ou spellings of the ou sound in owl and mouse			x	x	x	x	x
c. The oy spelling of the oi sound			x	x	x	x	x
d. Vowel sounds before r					x	x	x
The er spelling of 2r at the end			x	x			
The or spelling of 2r at the end			x	x			
er, ir, or, and ur spellings of ér			x	x			
The or and ar spellings of ȯr			x	x			
The ar spelling of a̋r			x	x			
5. Unexpected spellings							
a. Unexpected single vowel spellings			x	x	x	x	x
b. Unexpected vowel-consonant silent e			x	x	x	x	x
c. Unexpected spellings with two vowels together			x	x	x	x	x
d. Other unexpected vowel spellings			x	x	x	x	x
6. Le spelling of the al sound				x	x	x	x

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VII. Spelling Skills	K	1	2	3	4	5	6
C. Using morphemes to make structural changes							
1. S or es plural		x	x	x	x	x	x
2. Changing y to i before es			x	x	x	x	x
3. S or es for third person singular		x	x	x	x	x	x
4. S to show possession			x	x	x	x	x
5. D or ed ending for past tense		x	x	x	x	x	x
6. ing ending		x	x	x	x	x	x
With doubled consonant				x	x	x	x
With dropped silent e							
7. Er noun agent ending			x	x	x	x	x
8. Er and est endings			x	x	x	x	x
9. Irregular plural noun						x	x
10. Using the number suffixes changes					x	x	x
11. Using suffixes to change the part of speech					x	x	x
12. Using prefixes to change meaning					x	x	x
13. Ly ending					x	x	x
D. Devices to aid spelling recall							
1. Syllabication			x	x	x	x	x
2. Recognizing compounds			x	x	x	x	x
3. Recognizing rhyming words		x	x	x	x	x	x
E. Miscellaneous							
1. Choosing the correct homonyms		x	x	x	x	x	x
2. Antonyms			x	x	x	x	x
3. Alphabetizing		x	x	x	x	x	x
4. Vowel-consonant/consonant-vowel syllabication					x	x	x
5. Vowel/consonant-vowel syllabication					x	x	x
6. Vowel-consonant/vowel syllabication					x	x	x
7. Remembering irregular spellings		x	x	x	x	x	x
8. Spelling compounds by parts			x	x	x	x	x
9. Spelling contractions				x	x	x	x
10. Spelling possessives						x	x
11. Spelling abbreviations				x	x	x	x
12. Capitalization		x	x	x	x	x	x
13. Spelling by analogy					x	x	x

SPELLING FOR THE ELEMENTARY SCHOOL

I. Objectives
   A. To be able to spell the basic words needed for effective communication in all written work.
   B. To be able to apply basic spelling principles to all words.
   C. To be able to locate errors and correct them.
   D. To use the dictionary as a resource for correct spelling.

II. Content
   A. Word lists to be used
      1. Weekly and review lists in basic spelling text.
      2. Words to enrich the student's vocabulary.
      3. Words from other subject areas.
      4. Self interest lists - each student selects words for this list.
   B. Techniques to be used in spelling.
      1. Structural analysis
      2. Phonetic understandings
      3. Meaning of the word
      4. Spelling patterns
      5. Pronunciation
      6. Memory
   C. Other skills practiced in sentence dictation
      1. Capitalization
      2. Punctuation
      3. Handwriting
      4. Proof-reading

III. Resource Materials
   A. Basic text: Basic Goals in Spelling, 4th Edition
      Kottmeyer & Claus
      Webster Division, McGraw-Hill, 1972
   B. Other references:
      1. Dictionaries at appropriate level
      2. Iowa Spelling Scale

IV. Suggested activities
   A. Games
   B. Crossword puzzles
   C. Teacher-made devices
   D. Creative writing

SPELLING LIST

Grade 1
West Union Elementary

I. Word families:

can	look	at	me	dear
Dan	hook	bat	he	fear
fan	cook	sat	we	near
pan	book	hat	he	ear
				hear

II. Basic word list:

this	good	make
I	do	have
you	thank	to
and	like	big
ball	want	day
go	little	work

III. Endings:

-s
-ed
-ing

HANDWRITING FOR THE ELEMENTARY SCHOOL

I. Objectives
   A. For manuscript writing (K, 1, 2, 3)
      1. To form letters and numerals by the accepted method.
      2. To recognize the difference between the upper and lower case letters.
      3. To use regularity of spacing between letters, words and sentences.
      4. To use whole space and half space ruling to develop uniformity of size.
      5. To develop proper holding of writing instruments and appropriate sitting position.
   B. For transition from manuscript to cursive writing (Third grade)
      1. To recognize the likenesses and differences in the formation of manuscript and cursive letters.
      2. To recognize the difference between the lower and upper case letters in cursive writing.
      3. To develop a uniform and readable slant in cursive writing.
      4. To use proper connecting strokes between letters.
   C. For cursive writing (4, 5, 6)
      1. To continue the use of skills previously introduced.
      2. To write legibly with ease.

II. Content
   A. Manuscript writing (K-3)
      1. Form
         a. Lower and upper case letters
         b. Numerals
      2. Regularity of spacing
         a. Between letters
         b. Between words
         c. Between sentences
      3. Uniformity of size
      4. Correct holding of writing instrument.
      5. Correct sitting position
   B. Transition from manuscript to cursive writing (Third grade)
      1. Likenesses and differences in the formation of manuscript and cursive letters.
      2. Likenesses and differences between lower and upper case letters in cursive writing.
      3. Proper and uniform slant in cursive writing.
      4. Proper connecting strokes between letters.
   C. Cursive writing in grades 4, 5, 6
      1. Use of skills previously introduced
      2. Legibility
      3. Ease in writing

III. Resource Materials

A. Basic Series to be used as guide:
Zaner-Bloser, Expressional Growth Through Handwriting

Sound Off	(1)
Off We Go	(2)
A New Universe	(3)
Gliding Along	(4)
Upward Thrust	(5)
Gaining Momentum	(6)

B. Scott, Foresman Reading Systems, 1971
C. Diagnostic rulers (6) WU
D. Evaluation scales (6) WU

IV. Activities

A. Write specific letters and words to practice correct letter formation and spacing.
B. Correlate handwriting with written work in all subjects.
C. Write sample of writing on "Handwriting Progress Sheet" three times a year and evaluate improvement.

HANDWRITING PROGRESS SHEET

Name School and Grade Teacher

Write the paragraph below just once in your usual handwriting at your normal speed. The next time you write it, you should see an improvement.

Write this: A dozen girls and five boys had a jolly picnic. They rode to the quiet woods on their bicycles. Some took lunch in large boxes.

This is the first sample of my handwriting: Date_____

This is the second sample of my handwriting: Date_____

This is the third sample of my handwriting: Date_____

LANGUAGE, Grade 1

I. Objectives

During or by the end of first grade the child should be able to use the following skills:

A. To express ideas clearly and freely in sentences.
B. To speak fluently and audibly with clear enunciation, accepted pronunciation, and correct usage.
C. To listen attentively.
D. To use appropriate vocabulary.
E. To distinguish between telling and asking sentences.
F. To use capitalization and punctuation in written work.
G. To use a simple dictionary as an aid to spelling, classification and creative writing.
H. To write a thank you letter or friendly note.

II. Content

A. Speaking Skills
   1. Enunciation, pronunciation, diction.
   2. Use of complete sentences.
   3. Correct usage
   4. Sequential order
   5. Meaningful and courteous conversation
B. Listening Skills
   1. Comprehend directions and explanations.
   2. Gain information from reports, discussions, stories, films and records.
   3. Appreciate and enjoy poetry and prose.
   4. Hear rhyming words.
   5. Write from dictation.
   6. Hear sounds associated with consonants and vowels.
C. Written Skills
   1. Capitalization
   2. Punctuation
   3. Correct form
   4. Meaningful sentences
   5. Correct usage
D. Work-Study Skills
   1. Introduction to the dictionary.
   2. Library (information gathering)

III. Resource Materials

A. Peabody Language Development Kit (Level 2) AGS
B. Picture Dictionary, Follett Company
C. My Little Pictionary, Scott, Foresman and Company
D. Time For Poetry, Arbuthnot
E. Weekly Reader
F. Child Life Magazine
G. Highlights For Children Magazine
H. Films:
   1. Storytelling, Can You Tell It In Order? U of I, 23717
   2. Talking and Listening, Area 1, 1364

IV. Activities

A. Show and tell
B. Conversations and discussions
C. Tape recording
D. Choral reading and reciting poetry
E. Dramatization and role playing
F. Singing
G. Following directions
H. Listening to tapes, records and stories.
I. Creative writing
J. Writing friendly letters
K. Word games

LANGUAGE, Grade 2

I. Objectives

During and by the end of second grade the student should be able to use the following skills:

A. To express ideas clearly and freely in sentences.
B. To speak fluently and audibly with clear enunciation, accepted pronunciation and correct usage.
C. To develop the habit of good listening.
D. To acquire the desire to use appropriate vocabulary.
E. To distinguish between telling and asking sentences.
F. To use capitalization and punctuation to effectively convey feelings and thoughts in written work.
G. To write friendly letters in accepted form with proper capitalization and punctuation.
H. To use the dictionary to acquire vocabulary for independent writing.
I. To recognize naming words and doing words and their function in the sentence.
J. To proofread written work.

II. Content

A. Speaking
   1. Enunciation, pronunciation, voice control.
   2. Talking in complete sentences.
   3. Correct usage
      a. Naming self last
      b. Verbs with and without helping words.
      c. Correct verb to use with singular and plural nouns.
      d. Using a and an correctly.
   4. Sequence of events in story telling.
   5. Skills and courtesies in conversation.
   6. Creative language in dramatizations.

B. Listening
   1. Listening to stories and poems for enjoyment.
   2. Following spoken directions.
   3. Listening for specific sounds.
   4. Listening, as well as speaking, in a conversation or discussion.
   5. Listening courteously and attentively.
   6. Listening for a specific purpose.

C. Written language
   1. Capitalization
      a. Names of persons, pets, towns, streets, states, days, months.
      b. Important words in titles of stories, books, and poems.
      c. I, Mr., Mrs., Miss
      d. First word in a sentence.
      e. First word in the greeting and the closing in a friendly letter.

2. Punctuation
   a. Period - after telling sentences and after abbreviations.
   b. Question mark - after an asking sentence.
   c. Comma - dates, addresses, greeting of letter, closing of a letter.
   d. Quotation marks - on each side of the exact words someone has said.
   e. Apostrophe - in contractions and to show ownership.
3. Correct form
   a. Margin
   b. Title placement
   c. Indentation of paragraph
   d. Placement of the parts of a letter
   e. Placement of addresses on an envelope.
4. Types of written expression
   a. Creative stories
   b. Poems
   c. Descriptions
   d. Book reviews
   e. Letters - "thank you" and "invitation"

D. Sentence structure (oral and written)
1. Kinds of sentences
   a. Telling
   b. Asking
2. Words in a sentence must be in order to make sense.
3. Parts of a sentence
   a. Naming words
   b. Doing words
   c. Descriptive words

E. Work-Study Skills
1. Dictionary - alphabetical order
2. Vocabulary enrichment
   a. Synonyms - same meaning
   b. Antonyms - opposites
   c. Homonyms - words that sound alike
3. Proofreading

III. Resource Materials
A. Basic text: Our Language Today 2
David A. Conlin and A. Renee LeRoy
American Book Company, 1970
(Labtext Edition-for teacher reference)
B. Peabody Language Development Kit Level 3, AGS 1967
C. My Second Pictionary, Scott, Foresman and Company 1964
D. The Arbuthnot Anthology of Children's Literature, Scott, Foresman and Company 1961
E. Perhaps, Scott, Foresman and Company
F. Away We Go, Scott, Foresman and Company
G. Let's Read a Story, Doubleday and Company
H. Easy in English, Row, Peterson and Company
I. Spice, Educational Service, Inc., 1960

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IV. Suggested Activities

A. Speaking Activities

1. Sharing experiences with classmates.
2. Conversation in small group planning.
3. Dramatization of reading stories.
4. Telling a favorite story.
5. Giving a "sales talk" about a favorite book.
6. Choral speaking.
7. Games for the purpose of using and hearing correct usage of specific words.
8. Puppet plays.
9. Role playing - specific characters in specific situations.
10. Discussion of a problem which has been motivated by a guidance film or story.

B. Listening Activities

1. Listening to spoken directions and carrying them through to completion.
2. Listening to find answers to questions.
3. Listening to find the wrong word in a sentence.
4. Listening for rhyming words or to supply a rhyming word.
5. Listening to put spoken words in order.
6. Listening to write sentences as dictated.
7. Listening to answer questions in "Weekly Reader Listening Exercise".
8. Listening to records:
   "Listen to Tell a Story" (Peabody Kit #3)
   "Listen to Sounds and Tell Where You Are"(Peabody Kit Level #3)

C. Writing Activities

1. Writing a story motivated by a picture.
2. Writing a letter to Smokey.
3. Writing an invitation to a party or some other event.
4. Writing thank you letters to resource persons who have talked to the class.
5. Writing letters to classmates who are ill.
6. Writing creative stories and illustrating them.
7. Writing letters to students in another room or school.
8. Writing original poems.

LANGUAGE, Grade 3

I. Objectives

During or by the end of the third grade, the child should be able to attain the following desirable skills:

A. To express ideas clearly and freely in sentences.
B. To speak fluently and audibly with clear enunciation, accepted pronunciation, and correct usage.
C. To develop the habit of good listening.
D. To acquire the desire to use appropriate vocabulary.
E. To distinguish between telling and asking sentences.
F. To use capitalization and punctuation to effectively convey feelings and thoughts in written work.
G. To write friendly letters in accepted form with proper punctuation and capitalization.
H. To use the dictionary to find vocabulary for use in independent writing.
I. To recognize the function of naming words, doing words, and describing words, and to utilize them in sentences.

II. Content

A. Speaking Skills
   1. Enunciation, pronunciation, and voice control.
   2. Talk in complete sentences.
   3. Tell a story in sequence.
   4. Meaningful and courteous conversation.
B. Listening Skills
   1. Identify and use letter sounds.
   2. Follow directions.
   3. Appreciate and enjoy prose and poetry.
   4. Listen to reports, discussions, announcements, and stories for information.
C. Written Skills
   1. Capital letters
   2. Punctuation
      a. Period
      b. Comma
      c. Question mark
      d. Quotation marks
      e. Apostrophe
   3. Letter writing
      a. Friendly
      b. Thank you
      c. Invitation
      d. Addressing envelopes
D. Oral and Written Skills
   1. Sentence structure
      a. Sentence parts-naming, doing, and describing.
      b. Kinds of sentences-telling and asking.
   2. Composition of complete sentences, paragraphs, creative stories, and reports.
   3. Correct usage

E. Work-Study Skills
   1. Dictionary
      a. Alphabetizing
      b. Guide words
      c. Entry words
   2. Library
      a. Table of Contents
      b. Index
      c. Glossary
   3. Note taking for a report

III. Resource Materials
   A. Basic text and materials
      1. Our Language Today 3, ABC 1967.
      2. Workbook: Our Language Today 3, Teacher's Annotated Edition, ABC 1967.
      3. My Second Pictionary, Scott, Foresman and Company 1964
      4. Thorndike-Barnhart 5th Edition Beginning Dictionary, Scott, Foresman and Company 1964.
   B. Supplementary books and materials
      1. Weekly Reader
      2. Words to Read, Write, and Spell, Harper & Row 1963
      3. Spice, Educational Service, Inc., 1960
      4. Compton's Precyclopedia 1973
      5. Time for Poetry, Scott, Foresman and Company 1952.
      6. In Other Words I-A Beginning Thesaurus, Scott, Foresman and Company 1968
   C. Audio-Visual Aids
      1. Films
         a. Let's Try Choral Speaking, Area I 01198
         b. We Discover the Dictionary 01189
         c. Learning to Follow Directions 01338
      2. Tapes
         a. Getting to Know Your Library (H)
         b. Lessons For Our Language Today (H)
      3. Record
         a. Our Language Today 3

IV. Activities
   A. Speaking Activities
      1. Conversations with teacher and peers.
      2. Telling a story from a picture.
      3. Giving an oral report.
      4. Small group discussion.
      5. Teacher oriented games.
      6. Plays.
      7. Choral speaking.
   B. Listening Activities
      1. Following directions given by the teacher or another class member.
      2. Listening to stories and poems.
      3. Listening to reports.
      4. Games.

C. Written Activities
   1. Make up sentences that grow.
   2. Write paragraphs with a main idea sentence.
   3. Write creative stories and poems.
   4. Make complete directions that a class member must follow.
   5. Letters of invitation.
   6. Friendly letters to a friend or relative.
   7. Thank you letters for gifts that have been received.
   8. Address envelopes for the types of letters listed above.

D. Work-Study Activities
   1. Use dictionaries in teacher created activities to improve alphabetizing and use of guide words and entry words.
   2. Use the index, table of contents, and glossary of books in all subject areas.

LANGUAGE, Grade 4

I. Objectives

At the end of the fourth grade, the student should be able to use the following skills:

A. Clear, audible speech.
B. The voice to achieve special results.
C. Fluency and poise.
D. The same sort of mental processes to organize written and oral composition.
E. Listening as a tool for learning.
F. Chronological order.
G. Acceptable English usage.
H. Courtesy.
I. Personal identification and self-concept.
J. Self evaluation.
K. Organization in writing.
L. Reference books independently.
M. Punctuation, capitalization, spelling, and sentence structure to convey meaning.
N. Linguistic and sentence patterns.

II. Content

A. Speaking Skills
   1. Pronunciation
   2. Enunciation
   3. Voice control
B. Listening Skills
   1. Developing good listening habits.
   2. Distinguishing between kinds of listening.
C. Written Skills
   1. Capitalization
   2. Punctuation
      a. Apostrophe
      b. Colon
      c. Comma
      d. Exclamation point
      e. Hyphen
      f. Period
      g. Question mark
      h. Quotation marks
      i. Underlining
   3. Correct form
      a. Margins
      b. Indentions
      c. Letter placement
D. Oral and Written Skills
   1. Sentence structure
      a. Parts of a sentence
         (1) Subject
         (2) Predicate
         (3) Direct object
      b. Sentence patterns
         (1) Noun-Verb
         (2) Noun-Verb-Noun

c. Kinds of sentences
(1) Declarative (telling)
(2) Interrogative (asking)
(3) Exclamatory
(4) Imperative (command or request)

2. Correct usage
3. Part of speech
a. Nouns (naming words)
b. Adjectives (describing words)
c. Verbs (doing words)
d. Adverbs
4. Composition of
a. Complete sentences
b. Paragraphs (narrative, descriptive, expository)
c. Stories
d. Summaries
e. Reports
f. Letters (friendly, business)

E. Work-Study Skills
1. Dictionary
a. Use
b. Entries
c. Alphabetical order
d. Guide words
e. Synonyms, antonyms, homographs, homonyms (homophones)
f. Pronunciation key
g. Word meanings
2. Reports
a. Topic
b. Use of the library (card catalog)
c. Table of Contents, glossary, index
d. Taking notes
e. Encyclopedia
f. Outlining
g. Writing, reading, and listening to reports.

III. Suggested Resource Materials
A. Books
1. Basic text, Our Language Today, 4, ABC 1967.
2. Dictionary, Thorndike-Barnhart Jr., 5th Edition, Scott, Foresman 1971
3. Weekly Reader
4. A Guide Book for Teaching Library Skills, Book 4, T. S. Denison & Company, Inc., 1967 (H)
5. Easy in English, Row, Peterson 1960.
6. Spice, Educational Services, Inc., 1960 (WU)

B. Films
1. Library Story, Area I 02026
2. Your Study Methods 01190

C. Filmstrips
1. Cabinet 4, Drawers A & B, Co. Supt.
2. Eyegate, Area I (Work-Study Skills)

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D. Kits
   1. EDL Kit-Study Skills-Library (H)
   2. Bell Telephone System: Telezonia
   3. Cyclo Teacher
   4. Quickwick, Your Library Guide, Area I

E. Records and Tapes
   1. Getting to Know the Library (H)
   2. Lessons for Our Language Today Grade 4, Tape (H), Record (WU)
   3. Aesop's Fables (H)
   4. Study Skills (WU)
   5. Singer Talking Picture-Story Study Prints "A Child's World of Poetry" (H)
   6. Records on poetry (H)

IV. Activities

A. Speaking
   1. Dramatizations, Role playing
   2. Directions, Explanations, Announcements
   3. Stories and poetry
   4. Choral reading
   5. Word games
   6. Telephone usage
   7. Introductions
   8. Book reviews
   9. Reports
   10. Group discussions and planning
   11. Demonstrations

B. Listening
   1. Sentence and story dictation
   2. Reports
   3. Records and tapes of prose and poetry
   4. Games
   5. Directions, Explanations, Announcements

C. Written
   1. Letter writing (friendly, business, envelopes)
   2. Reports
   3. Book reviews
   4. Creative stories, poems, descriptions, plays

D. Oral and Written
   1. These are listed separately above, but would apply here also.

E. Work-Study Skills
   1. Those listed above could also apply here.

LANGUAGE, Grade 5

I. Objectives

At the end of the fifth grade the student should be able to use:

A. Clear, audible speech
B. The voice to achieve special results
C. Fluency and poise
D. The same sort of mental process to organize written and oral compositions.
E. Listening as a tool for learning
F. Chronological order
G. Acceptable English usage.
H. Courtesy
I. Personal identification and self-concept.
J. Self-evaluation
K. Organization in writing
L. Reference books independently.
M. Punctuation, capitalization, spelling, and sentence structure to convey meaning.
N. Linguistic and sentence patterns.

II. Content

A. Speaking Skills
    1. Pronunciation
    2. Enunciation
    3. Intonation
        a. Stress
        b. Pitch
        c. Juncture
    4. Club procedure
B. Listening
    1. Distinguish between hearing and listening
    2. Develop courtesy
    3. Sentence dictation
    4. Listen to directions (assignments, etc.)
C. Written
    1. Capitalization
    2. Punctuation
    3. Correct form
D. Oral and Written Skills
    1. Sentence structure
        a. Parts
        b. Patterns
        c. Kinds
    2. Correct word usage
    3. Parts of speech (word classes)
        a. Nouns
        b. Verbs
        c. Adjectives
        d. Pronouns
        e. Adverbs

4. Compose
   a. Sentences
   b. Paragraph
      (1) Description
      (2) Narration
      (3) Explanation
   c. Stories
   d. Summary
   e. Outline
   f. Report
   g. Letters
      (1) Friendly
      (2) Business
   h. Newspaper
      (advertisements, ads, cartoons, news story, headline, lead, editorial, interviews, etc.)

E. Work-Study Skills
   1. Dictionary
      a. Alphabetizing
      b. Spelling, pronunciation
      c. Choosing right meaning
   2. Library
      a. Card catalog (author, title, subject)
      b. Bibliography
   3. Other references
      a. Table of Contents
      b. Glossary
      c. Index
      d. Encyclopedia
      e. Atlas

III. Resource Materials

A. Books
   1. Basic text, Our Language Today 5, ABC 1967
   2. Dictionary, Thorndike Barnhart Jr., 7th Edition Scott, Foresman and Company 1935/1968
   3. Dictionary, Thorndike Barnhart Intermediate, Scott, Foresman and Company 1971
   4. B sic Goals in Spelling, Fourth Edition, Kottmeyer and Claus; Webster/McGraw-Hill 1972
   5. Elementary Newspaper Kit (1.00) Des Moines Register
   6. Spice, Educational Service Inc., 1960
   7. Favorite Poems Old and New, Doubleday & Co., Inc.1957
   8. Time for Poetry, May Hill Arbuthnot, SF 1959
   9. Cyclo Teacher #210-222 English
   10. A Guide Book for Teaching Library Skills, Book 5, T. S. Denison & Company, Inc., 1967

B. Films
   1. Newspaper Story, Area I 02093
   2. Library Story 02026
   3. Improving Your Oral Report 2499
   4. Writing a Report, U of I 25911

C. Filmstrips
   1. Personality, Thinking, Co. Supt., 10-E-27 to 41
   2. Literature, 10-C-2 to 44
   3. Eyegate (Study Skills) Area I

D. Records

1. Listen! Imagine and Write, Editors of My Weekly Reader
2. Listening Skills Program, SRA International Teaching Tapes Inc. 1969 by Dorothy Kendall Brackin (Auditory Discrimination, Following Directions, Sequence, Main Ideas and Details, Note Taking, Summarizing, Cause and Effect, Creative Listening, Fact and Opinion, Inference.)
3. EDL Kit, Study Skills Library (H)

LANGUAGE, Grade 6

I. Objectives

At tne end of the sixth grade, the student should be able to use the following skills:

A. Clear, audible speech
B. The voice to achieve special results.
C. Fluency and poise.
D. The same sort of mental processes to organize written and oral compositions.
E. Listening as a tool for learning
F. Chronological order
G. Acceptable English usage
H. Courtesy
I. Personal identification and self-concept
J. Self evaluation
K. Organization in writing
L. Reference books independently
M. Punctuation, capitalization, spelling and sentence structure to convey meaning.
N. Linguistic and sentence patterns.

II. Content

A. Speaking Skills
    1. Pronunciation
    2. Enunciation
    3. Intonation
        a. Pitch
        b. Stress
        c. Juncture
B. Listening Skills
    1. Rules for good listeners
    2. Kinds of listening
C. Writing Skills
    1. Capitalization
    2. Punctuation
    3. Correct form
D. Oral and Written Skills
    1. Sentence structure
        a. Parts
        b. Patterns
        c. Kinds
    2. Correct usage
    3. Identify and apply parts of speech (word classes).
    4. Composition of
        a. Sentences
        b. Paragraphs
        c. Summaries
        d. Reports
    5. Paraphrasing
E. Work-Study Skills
    1. Dictionary
        a. Alphabetizing
        b. Guide words
        c. Pronunciation
        d. Homonyms, synonyms, antonyms
        e. Root words and derivatives
        f. Word meaning

2. Library
   a. Use
   b. Classification of books
   c. Card catalog
3. Other reference materials
   a. Table of Contents
   b. Glossary
   c. Index
4. Writing a Report
   a. Narrowing the scope
   b. Taking notes
   c. Combining the facts
   d. Making an outline
   e. Organizing a bibliography
   f. Proofreading

III. Resource Materials

A. Books
   1. Basic text, Our Language Today 6, ABC 1967
   2. Workbook, Our Language Today 6, Teacher's Annotated Edition
   3. Dictionary, Thorndike, Barnhart Jr., Scott, Foresman 1971
   4. Dictionary, Webster's New Collegiate, 1958
   5. Easy in English, Appelgate 1960
   6. EDL Kit, Study Skills Library (H)
   7. Spice, Educational Services, Inc., 1960 (WU)

B. Films
   1. Hunter and the Forest (silent film) WU 01036

C. Filmstrips
   1. Sentence structure, punctuation, and parts of speech, Co. Supt., 4-A-
   2. Work-Study Skills, 4-B-
   3. Personality Thinking, 10-E-
   4. The Book, Area I, FS 001.55
      Introduction in the Card Catalog, 019
      Selected Reference Sources:Part I General, 028.7
      The Research Paper:Preliminary Stages, 808.02

D. Tapes
   1. Study Skills
   2. The Library
   3. SRA International Teaching Tapes (Listening Skills)
   4. SRA Synchroteach Tapes

E. Records
   1. Our Language Today 6
   2. Language Usage Skills, Albums 1 & 2
   3. Billy and the Lonely Word
   4. Teaching Children Values Through Unfinished Stories
   5. Let's Say Poetry Together (Choral Speaking)
   6. Childhood Classics of Fancy and Fable
   7. Little Women
   8. Five Little Peppers and How They Grew
   9. Ichabod
   10. Rip Van Winkle
   11. Huckleberry Finn
   12. Poet's Gold
   13. Twenty-thousand Leagues Under the Sea
   14. Alice in Wonderland
   15. Tom Sawyer

F. Field trip
   1. Visit library to use card file.
G. Resource Personnel
   1. Visit by an author, if available.

IV. Activities
A. Speaking Skills
   1. Making announcements
   2. Discussions - analytical thinking
   3. Conversations
   4. Choral speaking
   5. Dramatizations
   6. Creative plays
   7. Role playing
   8. Directions
   9. Telling stories
   10. Conducting a meeting - duties and behavior
   11. Tape recorder - Awareness of personal speech habits
B. Listening Skills
   1. SRA Listening Tapes
   2. Sentence and story dictation
   3. Interviewing
   4. Etiquette for club or group meetings
   5. Films - main idea and detail
   6. Listening tests - Weekly Reader
   7. Records
C. Writing Skills
   1. Cyclo Teacher (English 210-222)
   2. Letters
      a. Friendly
      b. Business
      c. Invitations
      d. Announcements
D. Oral and Written Skills
   1. Reports
   2. Creative writing
      a. Poems
      b. Stories, Fables, Myths, Tall-Tales, etc.)
      c. Descriptions
      d. Plays
      e. Proofreading
      f. Monologues

(This excerpt borrowed from)----- From Career Education Activities
ABLE Model Program
Northern Illinois University

LANGUAGE ARTS AND CAREER EDUCATION

.PRIMARY.

Skill	Person-In-The-Occupation	Life-Centered Activity
Identifies letters of the alphabet	File Clerk	Alphabetizes names of students in class
Forms letters legibly	Sales Clerk	Set up store and write receipts for articles
Pronounces words correctly	Telephone Operator	Roleplay phone company operations
Places events in sequence	Sportscaster, Reporter	Retell stories using proper sequence

.INTERMEDIATE.

Selects appropriate words when writing	Secretary	Write letters to outside talent
Organizes and expresses thoughts clearly	Factory Foreman	Write a report of tasks completed
Spells correctly	Proofreader, Signmaker	Proofread an article for the class newspaper
Makes inferences from reading	Newspaper Editor	Group discussion on a contemporary social issue

.UPPER.

Speaks with poise and confidence	Restaurant Hostess	Plan a social event for parents and interested community people
Transmits intended meaning through oral communication	Lawyer	Arrange a mock political debate
Analyzes content	Advertising Manager	Write ads
Punctuates correctly	TV News Writer	Write a news article to be read out loud

READING AND LITERATURE, Kindergarten

I. Objectives
   A. To develop a curiosity and eagerness for learning.
   B. To learn the basic fundamentals on how to read left to right in picture form.
   C. To develop the child's interest in reading and literature.

II. Content
   A. Skills to develop
      1. Increase vocabulary
      2. Develop habits of attention
         a. Ability to think clearly
         b. To relate ideas in sequence
         c. To solve problems
         d. To follow directions
         e. To listen
      3. Cultivate visual discrimination (likenesses and differences).
      4. Cultivate auditory discrimination.
      5. Develop consciousness that reading is done from left to right and top to bottom.
      6. Interest in books
      7. Strengthen memory bases on: observation, association, visual imagery, classification
      8. Develop self-expression
      9. Develop skill of how to handle books, examples: care, clean hands, turning pages, holding books.

III. Resource Materials
   A. Books
      1. Scott, Foresman and Company, Level 1, 1971.
      2. Weekly Reader, Surprise Paper, use all year.
      3. Library Books to be read by the teacher.
      4. Iowa State Kindergarten Course of Study.
      5. Scott, Foresman and Company, Time for Poetry, Arbuthnot.
      6. Scott, Foresman and Company, Time for Fairy Tales, Arbuthnot.
      7. Magazines
         a. Highlights for Children
         b. Humpty Dumpty
         c. Child Life
         d. Ideals
         e. Ranger Rick

IV. Methods for Developing the Skills
   A. Stories read to them.
   B. Bulletin board displays
   C. Labels of boxes
   D. Keeping calendar
   E. Seasonal observations
   F. Letters dictated to the teacher
   G. Color charts
   H. Planning and executing field trips.

I. Dramatizations--puppets
J. Listening and seeing
K. Picture studies--make up stories.
L. Memorizing poems and rhymes
M. Use of tape recorder.
N. Use of record player.
O. Use of filmstrip projector and filmstrips.
P. Use of flannel board and Magnetic board.

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DEVELOPMENTAL READING PROGRAM, Grade 7
PSYCHOTECHNICS AND LITERATURE

I. Objectives

A. The student will read with understanding of main ideas and supporting details of all stories covered.

B. The students interests and background will dictate the speed of reading depending on difficulty, and goals of each lesson or story.

C. The students will learn and use self-evaluating techniques in analyzing areas of weaknesses and in establishing reasonable performance goals in individualizing his reading program.

D. The students will improve vocabulary growth by syllabication, context, and basic sight to change guidance in behavioral knowledge and to develop curiosity about language background.

E. Each student will learn various kinds of comprehension and visualization of what the author is saying by ideas not just words.

F. All students will read and dramatize some play to display freedom from stage frightfulness and public speaking.

G. Every student will participate in reading using eye span, rhythm fixation methods, and the ability to read ideas - not just words.

H. The students shall develop the capacity to recognize values and purposes in what is read. To read for pleasure, for information, and for insight into society will be the basic aims.

I. The students shall display competence in physical skills, motivation, retention, analysis, and aesthetic appreciation.

J. All students will develop concentration, skimming, scanning, and following directions techniques with a positive attitude.

K. All students will show an awareness to outlines, details, implications, innuendoes, and underlying themes of each selection read.

L. The students will recognize that reading is more than a sensory process. It is conceptual and a thinking process involving reaction to the word, the sentence, and the paragraph.

M. Each student will use and understand the tachistoscope, T-Matic 150, and the shadowscope in aiding him in reading rate and comprehension.

N. All students will read Psychotechnics programmed stories to further his individual ability. All stories are taped for reluctant readers to aid in their reading handicaps. Professional reading authorities help the students analzye titles, preview new vocabulary words, and correlate purpose with key ideas of every story.

II. Content

A. Animals and People. This unit has several stories about animals that are unusual pets and holds the readers interest in many unusual ways. In this unit you can share the experiences of others, broaden your own experiences, and enjoy the life around you.

B. Sports and Adventure. This unit has adventurous qualities of challenge and conflict, a sense of mystery, and personal danger. It has the appeal that comes from pitting strength, skill, and courage against the odds.

C. Laugh and Learn. In this unit the student will learn many kinds of humor from a gentle smile to a storm of laughter.

D. Understanding Yourself. In this unit the teenager will read about young people of his own age. Each story features a situation similar to those we will face or have faced recently.

E. Your Family. In this unit the reader meets a number of different families, all of which have something in common to the reader.

F. Your Fellow American. The reader meets famous heroes in our history through reading. The reader will sharpen his ideas of what it means to be an American. We learn of our lands riches - in natural wealth, in dreams, and in high ideals. But its greatest wealth is its people.

G. Other Lands. This unit lets the reader take an armchair tour of the world through the various stories.

H. Reading and Enjoying Poetry. This unit shows thoughts and feelings that can be best expressed in poetry over prose. For a reader today, poetry is linked to much of the wisdom and beauty of the past.

I. Myths and Legends. The reader is exposed to strange and ancient people whose good and bad qualities, hopes and fears, and heroes are exemplified through myths and legends.

J. Wonders of Science. This unit contains stories of modern scientific principles and technology that affects our lives.

K. Holidays. This unit features stories and poems connected with a holiday or special day which may be celebrated or recognized as American dates to remember.

L. Design For Good Reading (Level I)
And So The Story Goes (Level I)

1. Each student will be given the Trigg's Vocabulary Test for a measurement of vocabulary in content areas.
   a. English
   b. Social Studies
   c. Math
   d. Science
2. Three fixation filmed stories will be introduced to all students to teach each student to read several words, as opposed to the reading of word by word.
3. All students will be subjected to reading with the shadowscope at a pace that challenges the student to want to do better.
4. Design for Good Reading I will be used to stress comprehension and vocabulary techniques.
5. All students will be subject to the T-Matic 150 for individualized reading at a speed to fit the individual student.

6. All students will learn to look and read for main ideas, to skim and scan, to preview and overview, and to read for details.
7. And So The Story Goes will be used as an individual programmed series to allow the student to record and visualize his progress from story to story.
8. All students will be allowed time to read for enjoyment to supplement the regular reading program.

III. Resource Materials

A. Books

1. And So The Story Goes: (Levels I, II), Psychotechnics, Inc., 1969, John A. Hurst
2. Design For Good Reading: (Levels I, II), Psychotechnics, Inc., 1969, Hurst and Schmidt
3. Adventures For Readers: (Grade 7) Harcourt, Brace & World, Laureate edition 1963, O'Daly and Egbert Nieman
4. Purdue University: Developmental Reading Program: Levels I, II, III; Psychotechnics, Inc., 1970, Schmidt and Wallace Ramsey
5. Improving Comprehension (Level II), Psychotechnics, Inc., 1966; Dr. Bernard Schmidt
6. Optimum Reading Achievement: (Levels I, II, III), Psychotechnics, Inc., 1966; Hughes, Hodgkins, Crittenden, and Walter Powers.
7. All Around America: (Grade 8) Scott, Foresman and Company 1963; Pooley, Grommon, and Daniel.

B. Films (Purdue University Series, Developmental Level I)

1. Mountains Under the Sea
2. Comets From Afar
3. Booker T. Washington
4. Why the British Burned Washington
5. The Castle
6. The Caribou
7. How Would You Decide the Case?
8. Peking Man
9. Using Your Eyes
10. The Reign of the Reptiles
11. Spinning Jennies
12. Socrates

Note: These films are in three, two, and one fixations per line.

Films (Design For Good Reading, Level I)

1. The Fox Who Thought He Was A Dog
2. My Zoo Family
3. The Boy Scout Story
4. Baker's Bluejay Yarn
5. The Autobiography of Benjamin Franklin
6. Harmless or Deadly?
7. Visit An Old Country Store
8. Smile!
9. How Diamond Jim Got His Name
10. Open For The Season
11. Fire."
12. One Man and a Thousand Tigers
13. The Marvelous Machete
14. Evolution of the Cowboy
15. The Passenger Pigeon

16. Migrating Birds
17. Attention the Universe
18. Platypus: Bird, Beast, and Reptile
19. The Pinkerton Story
20. The Ocean's Wonder-World
21. The Ethics of a Country Editor
22. Wild Foods
23. Get That Story
24. Building Without Metal Tools
25. Grasshopper--Man's Worst Natural Enemy
26. Roots!

C. Tapes (all tapes feature professional readers of stories, ten comprehension questions, seven stumble words divided into syllables, and a question on the main ideas).

1. Five Dollars a Minute
2. A Stand-In Turns Star
3. Two Duels---Two Deaths
4. The Dude
5. This...Is The Game
6. The Stronger Love
7. Take To The Air
8. The Major League Minor
9. It's Time For Spelling
10. The Galloping Ghost

The first ten essays are on a lower level than the second and third parts.

1. A Priceless Scrap of Silk
2. Blast It
3. Man Overboard
4. Prisons and Tombstones
5. All's Fair In Love and War
6. A Priceless Bedspread
7. The Shot Heard Around the World
8. Bombs...Balloons...And Stoves
9. Great Balls of Fire
10. Water...Water...Water

This second set of ten stories is more challenging to the reluctant and good readers both.

1. Chickens...And Rice
2. Rescue Squads and Fire Engines
3. Only The Butter Was Missing
4. The Truth, The Whole Truth
5. The Case of the Iron Key
6. An Interrupted Lecture
7. Seaweed and Smoke
8. Curiosity, Cameras and Horses!
9. A Dream That Cost Money
10. The Human Voice

The last ten stories are longer and progressively harder for the student.

LITERATURE, Grade 7

General Objectives

To develop literary appreciation.

To discuss and compare ideas regarding the lasting values of life.

To identify with characters and thereby grow to understand oneself.

To expand the vocabulary.

To regard literature as an art and see theme relationships in other art forms.

Comment: This is a new course. The following is merely a suggestive guide to what is found in the new Literature text. The teacher will want to develop his own program.

BASIC TEXT: Focus: Themes in Literature
by G. Robert Carlsen
McGraw-Hill, 1969

I. What Counts

I. Objectives
   A. Given selections from this unit, the student will:
      1. Discuss and compare his ideas with other students regarding the lasting values of life.
      2. Develop the awareness that current writings deal with man's treatment of a fellow human being.
      3. Realize that making a fair value judgment is a difficult matter.
      4. Criticize and appreciate literature through
         a. Perceiving the "plain sense" of what is read
         b. Discovering hidden meanings of the selection
         c. Deciding whether the author intends his story to be "real" or "unreal", based on clues in the story.

II. Content
   A. "Whatsoever Things, . ." Phillipians 4:8
   B. "The Restless Ones" Leslie Waller
   C. "Kid Brother" B. J. Chute
   D. "The Blanket" Floyd Dell
   E. "Weep No More, My Lady" James Street
   F. "The Flying Machine" Ray Bradbury
   G. "The Microscope" Maxine Kumin
   H. "Oliver and the Other Ostriches" James Thurber
   I. "Forgive My Guilt" Robert P. T. Coffin
   J. "The Frog and the Ox" Aesop
   K. The Forgotten Door (Alexander Key)

II. Superman

I. Objectives
   A. Given selections from this unit, the student will
      1. Understand himself through understanding the reasons for the popularity of the superman.
      2. Identify the legends and tales of super heroes from other times and cultures.

II. Content
   A. "Washington Monument at Night" Carl Sandburg
   B. "David and Goliath" May Hill Arbuthnot
   C. "The Song of Hiawatha" Henry Wadsworth Longfellow
   D. "The Man Who Rode the Bear' Ellis Credle
   E. "Finn MacCool, the Greatest of Civil Engineers" Oliv Beaupre Miller
   F. The Twelve Labors of Hercules (Grace Rhys)

III. Changeover

I. Objectives
   A. Given selections from this unit, the student will
      1. Define character
      2. Visualize and describe a character
      3. Observe persons around him with more understanding due to his associations with characters in literature.
      4. Identify the circumstances which lead to a character "changeover" in personality.

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II. Content
- A. "The Last Flower" John Travers Moore
- B. "Big Shot" Margaret Jackson
- C. "A Chip on My Shoulder" Lois Zamperini
- D. "4 O'Clock" Price Day
- E. "Rip VanWinkle" Washington Irving
- F. "The Day of the Bullet" Stanley Ellin
- G. "If Once You Have Slept on an Island" Rachel Field
- H. "On the Vanity of Earthly Greatness" Arthur Guiterman
- I. "Pete at the Zoo" Gwendolyn Brooks
- J. "Snow Toward Evening" Melville Cane
- K. "Take Over, Bosh" Oscar Schisgall
- L. "One Special for Doc" Milton Geiger
- M. A Christmas Carol (Charles Dickens)

III. Resource Materials
- A. Films
  1. Charles Dickens; Background for His Works, U of I, 22866
  2. A Christmas Carol, 55882

IV. Against Odds

I. Objectives
- A. Given selections from this unit, the student will
  1. Develop an awareness of life's challenges and that the odds are seldom equal.
  2. Locate clues in the short story which were the author's devices to maintain suspense.

II. Content
- A. If We Must Die, Claude McKay
- B. The Day the Children Vanished, Hugh Pentecost
- C. The Wise and the Weak, Phillip Aponte
- D. The Pharmacist's Mate, Budd Schulberg
- E. Paul Revere's Ride, Henry Wadsworth Longfellow
- F. The Highwayman, Alfred Noyes
- G. Harriet Tubman: The Moses of Her People, Langston Hughes
- H. The Call of the Wild, Jack London

V. To Be Somebody

I. Objectives
- A. Given selections from this unit, the student will
  1. Recognize that the desire "to be somebody" is a common human desire.
  2. Increase his understanding of himself through discussion of character's behavior.

II. Content
- A. The New Kid, Murray Heyert
- B. The Pod of a Weed, Forrest Rosaire
- C. The Dubbing of General Garbage, Herman Wouk
- D. Astrol Body, Vernon Bartlett
- E. I'm Nobody, Emily Dickinson
- F. Advice to Travelers, Walker Gibson
- G. Conversation With Myself, Eve Merriam
- H. I Love You For What You Are, Carl Sandburg
- I. Nancy Hanks, Rosemary & Stephen Vincent Benet
- J. Abe Lincoln: President-To-Be, Frances Cavanah

VI. When It's Your Own

I. Objectives
- A. Given selections from this unit, the student will
  1. Realize that the desire to have things of one's very own is a basic human need.

II. Content
- A. This Land Is Mine, Jesse Stuart
- B. Antaeus, Bordon Deal
- C. The Survival of Ahmeek, Paul Annixter
- D. The Gift, John Steinbeck
- E. The Right to the Streets of Memphis, Richard Wright
- F. Home, Gwendolyn Brooks
- G. The Citizner, Louis Zara
- H. America For Me, Henry van Dyke
- I. An Old Woman of the Roads, Padraic Colum
- J. Keziah, Gwendolyn Brooks
- K. Dreams, Langston Hughes
- L. McGillicuddy McGotham (Leonard Wibberly)

VII. When the Legends Die

I. Objectives
- A. After reading this novel, the student will
  1. Recognize the inner conflict of a boy caught between two cultures.
  2. Recognize that elements of good and sordidness exist in any culture.
  3. Gain appreciation for the Indian culture.
  4. Gain understanding of problems facing the Indian today.

II. Content
- A. Read the paperback novel "When the Legends Die".

III. Resource Materials
- A. Books
  1. Scope magazine issue on When the Legends Die
  2. Teacher's study guide and tests.
  3. Student's study guide

IV. Activities

A. Suggest correlating When the Legends Die unit with a Social Studies unit and have someone from Indian culture speak to class.

B. Bulletin board ideas

1. Indian Life in American Southwest
   a. Blankets
   b. Jewelry
   c. Dolls
   d. Pottery, baskets
   e. Dwellings
2. Rodeo life
   a. Pictures

C. Topics for Reports (When the Legends Die)

1. Indian Reservations
2. The Indian Agent
3. The Ute Indian
4. Indian Handwork
5. Indian Beliefs
6. Exploitation of Indians by the White Man
7. Rodeos of the Southwest
8. A Visit to a Rodeo (by an eyewitness)
9. Wild Horses
10. Herding Sheep
11. Indian Schools
12. The Place of the Indian in America Today
13. How to Stalk a Deer
14. Hunting a Bear
15. Hunting as a Sport
16. Breaking Broncos
17. The Grizzly Bear
18. The High Plains and Mountains of the Southwest
19. Avalanches
20. Indian Legends

GRAMMAR, Grade 7

General Objectives

To develop proficiency in speaking and writing.

To learn the parts of speech and their function.

To learn and apply the rules for capitalization and punctuation.

To understand materials in the Junior High Library and to be able to use them.

BASIC TEXT: Building Better English 7, Torch Edition
by Harry A. Greene and Others
Harper & Row, 1968

I. Parts of Speech

I. Objectives

A. After a study of verbs, the student will be able to:
   1. Define a verb and its forms
   2. Recognize action verbs
   3. Recognize helping verbs
   4. Recognize being verbs
   5. Recognize past, present and future tense
   6. Recognize verbs separated in the sentence
   7. Recognize irregular verbs
   8. Define and recognize predicate.

B. After a study of nouns, the student will be able to:
   1. Define and recognize a noun
   2. Distinguish between the uses of nouns:
      a. Subject
      b. Predicate Noun
      c. Direct Object
      d. Appositive
   3. Recognize a sentence complete with subject and verb, and recognize and correct sentence fragments and run-ons.

C. After a study of pronouns, the student will be able to:
   1. Define and recognize a pronoun
   2. Define its antecedent
   3. Explain number and person
   4. Identify nominative and objective case
   5. Apply the rules to use pronouns properly.

D. After completing the adjective unit, the student will be able to:
   1. Define and recognize an adjective.
   2. Define and recognize determiners.
   3. Compare adjectives.
   4. Recognize the predicate adjective.
   5. Distinguish between the predicate adjective and the predicate noun.

E. After a unit on adverbs, the student will be able to:
   1. Define and identify an adverb.
   2. Form adverbs from adjectives
   3. Compare adverbs
   4. Distinguish between adjectives and adverbs.
   5. Avoid using double negatives.

F. After completion of the preposition unit, the student will be able to:
   1. Define and identify prepositions and prepositional phrases.
   2. Differentiate between prepositions and adverbs.
   3. Recognize objects of the preposition.
   4. Distinguish usage between adjective and adverbial prepositional phrases.
   5. Define and recognize indirect objects.

G. After studying conjunctions, the student will be able to:
   1. Define and recognize the conjunctions and, or, but, nor.
   2. Combine simple sentences into compound sentences.

II. Content

A. Verbs
   1. Action
   2. Helping
   3. State of Being
   4. Tense
   5. Principal Parts
   6. Irregular
   7. Separated Parts
   8. Compound Verbs
   9. Predicate

B. Nouns
   1. Subject
      a. Subject-predicate agreement
      b. Subject-predicate arrangement
         (1) natural order
         (2) question
         (3) in there sentences
         (4) separation of subject and verb
      c. Compound subjects
   2. Predicate Nouns
   3. Direct Objects
   4. Appositives

C. Pronouns
   1. Antecedent
   2. Number
   3. Person
   4. Case
      a. Nominative
      b. Objective
   5. Usage

D. Adjectives
   1. Predicate Adjectives
   2. Determiners
   3. Comparison
   4. Usage

E. Adverbs
   1. Forming adverbs from adjectives
   2. Comparison
   3. Avoiding Adjective-Adverb confusion
   4. Avoiding Double Negatives

F. Prepositions
   1. Prepositional Phrase
      a. Adjective Prepositional Phrase
      b. Adverb Prepositional Phrase
   2. Object of Preposition
   3. Indirect Objects
   4. Usage

G. Conjunctions
   1. Coordinating conjunctions
   2. Compound sentences
   3. Eliminating Run-ons.

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III. Resource Materials
- A. Books
  - 1. Supplementary texts are available and used for needed work sheet and exercises.
- B. Films
  - 1. Sentences-Subject and Predicate(U of LaCrosse 3L218)

IV. Activities
- A. Use of a pre-test for each unit will allow some students to pass out of that unit if capable.
- B. Check Tests
- C. Mastery Test
- D. Basic text exercises
- E. Additional work sheets.
- F. Small group activities

II. Mechanics
Capitalization and Punctuation

I. Objectives
- A. After studying the rules for capitalization, the student will be able to apply these rules to the correction of his writing and capitalization exercises.
- B. After completion of a punctuation unit, the student will be able to:
  - 1. Use end marks properly
    - a. Periods
    - b. Question Marks
    - c. Exclamation Points
  - 2. Use commas in their proper places
  - 3. Apply the rules for Quotation Marks' usage
  - 4. Apply the rules for using Italics (underlining)
  - 5. Use colons
  - 6. Use hyphens
  - 7. Apply the rules for apostrophes

II. Content
- A. Capital Letters
- B. Periods, Question Marks, Exclamation Points
- C. Commas
- D. Quotation Marks
- E. Colons
- F. Italics (underlining)
- G. Hyphens
- H. Apostrophes

III. Resource Materials
- A. Books
  - 1. Supplementary texts are available in the English Resource Center for additional exercises.

IV. Activities
- A. Pre-tests
- B. Check tests
- C. Mastery tests

III. Library Skills (2 cycles)

I. Objectives
- A. After a study of the card catalog, the student will
  1. Differentiate between subject, author and title cards
  2. Locate books on the shelves using the card catalog
  3. Become acquainted with the Dewey Decimal System
     a. Distinguish between fiction and non-fiction
- B. After a study of the Reader's Guide, the student will
  1. Locate periodical articles available in his library using the Reader's Guide.
  2. Differentiate between author and subject headings and recognize that both approaches are available in using the Guide.
- C. After studying the almanac, the student will
  1. Recognize the type of facts to be found in the almanac
  2. Demonstrate his knowledge in using the almanac
- D. After completing this unit, the student will
  1. Demonstrate his knowledge of the use of the encyclopedia
  2. Recognize that the encyclopedia is not the only source available for research and that other resources should be used.
  3. Recognize the usefulness of the index and demonstrate his knowledge of using the index.

II. Content
- A. Card Catalog
- B. Reader's Guide
- C. Almanacs
- D. Encyclopedia

III. Resource Materials
- A. Books
  1. A Guidebook for Teaching Library Skills, Book 4 by Marion Melken. (Basic Source to be obtained from the Junior High Librarian).
  2. Finding and Using Sources of Information, Building Better English 7, Chapter 19, pages 449-465.
- B. Films, Area I
  1. Library Story, Area I 02026
  2. We Discover the Library, 01189
- C. Filmstrips, Area I
  1. Introduction In the Card Catalog, Area I,019
  2. The Card Catalog, 0191
  3. Introduction to the Library, 021
  4. Explaining the Dewey Decimal Classification System, 025.43
  5. Encyclopedias, 028.7
  6. Selected Reference Sources: Part I General, 028.7
- D. Transparencies, Area I
  1. Using the Library, Eyegate 021 (10 transparencies)
  2. Visual Card Catalog, Eyegate Visalog 021
  3. English No. 9 Library Science - The Dewey Decimal System - An Introduction to the Dewey Decimal System and Card Filing

Printed Originals 150 Color Transparencies 650

E. Resource Personnel
1. The Librarian

IV. Activities
A. Library tour
B. Work sheets requiring use of the sources studied.
C. Short report using two or more sources.

COMPOSITION, Grade 7

General Objectives

To realize that well chosen models can serve as starting points for the beginning writer.

To be able to express one's opinion.

To develop facility in organizing a paper through the use of the outline.

To expand one's vocabulary.

To write creatively.

BASIC TEXTS: Composition Models and Exercises 7
2nd Edition by Desmond J. Nunan
and Phillip McFarland

Building Better English 7, Torch Edition
by Harry A. Greene and Others
Harper & Row, 1968

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I. Composition

I. Objectives
- A. The student, given selected composition models, will be able to:
  1. Express his personal experiences, opinions, and imagination through his writing.
  2. Construct unified, well developed, coherent paragraphs.
  3. Discriminate in his selection of nouns, adjectives, verbs, and adverbs.
  4. Select specific details to achieve his purpose in descriptive writing.
  5. Identify narration and dialogue.
  6. Organize his thoughts and reasons in exposition.

II. Content
- A. Finding personalized ideas
- B. The paragraph
- C. Choosing words
- D. Descriptive writing
- E. Narration
- F. Exposition

III. Resource Materials
- A. Books
  1. Composition: Models and Exercises 7, 2nd Edition by Desmond J. Nunan and Phillip McFarland

IV. Activities
- A. See the "Now You Try It" activities following each lesson's models in Composition: Models and Exercises, 7.
- B. Correlate composition with literature.

II. Outlining

I. Objectives
- A. After a study of the unit, the student will
  1. Develop a sentence outline.
  2. Develop a topic outline.
  3. Correlate this unit by taking notes in other classes.

II. Content
- A. Proper outline form
  1. Main points
  2. Sub points
  3. Capitalization
  4. Punctuation
  5. Roman Numerals
- B. Sentence outline
- C. Topic outline

III. Resource Materials
- A. Books
  1. Building Better English, 7, pp. 146-151

B. Transparencies, Area I
   1. Outlining and Figures of Speech
      Printed Originals 052
      Prepared color transparencies 552

IV. Activities
   A. Correlate with another subject and have class outline lectures and/or chapters. Suggest social studies or science.
   B. Student should prepare an outline before developing it into a composition.

SPELLING, Grade 7

General Objectives

To value correct spelling.

To be willing to consult a dictionary when in doubt about a word.

To learn a few valuable rules for spelling.

To learn to use mnemonics or tricks of association to master a difficult word.

To keep a list of "spelling demons".

BASIC TEXT: There is no basic spelling manual. The teacher is responsible for developing his own units.

Spelling

This is a tentative course. There is no basic manual provided for each student. The teacher is responsible for preparation of his own weekly units. The following is merely suggestive.

I. Objectives
   - A. Given a weekly study word list, the student will improve his spelling.
   - B. Through usage activities, the student will expand his vocabulary.
   - C. Given selected exercises, the student will improve his knowledge of dictionary skills.
   - D. Given sentence dictation, the student will improve his sentence writing skills.

II. Content
   - A. Compound Words
   - B. Syllabication
     1. Patterns
     2. Open syllables
     3. Closed syllables
   - C. Common Word Forms
     1. Nouns
     2. Adjectives
   - D. Prefixes
     1. Con
     2. De
     3. In
     4. Ex
     5. Re
   - E. Suffixes
     1. Y
     2. Ing
     3. Al
     4. Tion
   - F. Special Spelling Problems
     1. Double final consonant
     2. Silent letters
     3. Homonyms
     4. Plurals after a final o
     5. Confusing word pairs
     6. Unexpected spellings
   - G. Our Language Heritage
     1. Borrowed words
     2. Greek influence
     3. Roman influence

III. Resource Materials
   - A. Books
     1. Basic Goals in Spelling 7, Sequence C, 3rd edition, by William Kottmeyer and Audrey Claus. McGraw-Hill, 1968.
     2. Building Better English 7, Chapters 5 and 13.

IV. Activities
   A. Work sheets
   B. Weekly Check Tests
   C. Crosswords, puzzles, word games.
   D. Sentence writing
   E. Dictionary usage exercises.

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DRAMATICS, Grade 7

I. Objectives
- A. The student shall dramatize some descriptive phrase, passage, or writing the first week of class.
- B. The student will display confidence in protraying the role of a selected play with physical and emotional zest.
- C. The student will learn dramatic expression of mood, tone, and stage set.
- D. Students will play a role requiring imagination and exploration of fantasy as well as reality.
- E. Each student will practice and learn parts to be performed in class, as well as, performances before an audience.
- F. All students will have tape recordings of vocal progress and video tapes of rehearsals to aid the students in voice projection, and actions.
- G. The student will study and understand characterization, and plots of various plays.
- H. Every student will be confident and express pleasurable feelings in acting to overcome any stage fright or shy inhibition.
- I. Each student will learn blocking and communicative movement essential in their role. Visual communication with the audience and posture will be practiced and learned by each student.
- J. Each student will learn basic stage sets and roles of the leading character, prompting, stage hands, lighting, and audience reactions.
- K. All plays will have public audiences for the students to perform. Some of the various places used throughout the year include:
  1. County Home
  2. Good Samaritan Home
  3. Large Group Students
  4. Junior High Special Programs
  5. Invitations to Parents, Friends, and Public
- L. All students will learn to write or aid others in writing a short script, pantomime, or play at the conclusion of the dramatic course.
- M. The students will study and practice costuming, programming, and basic make-up techniques.

II. Content
- A. Teenage Sketches
- B. Popular Plays for Junior High Schools
- C. Four Minutes of Fun
- D. The Skit Parade
- E. Easy Skits, Blackouts, and Pantomimes
- F. Three Minutes of Fun
- G. Lively Plays for Boys and Girls
- H. Curtain Raisers
- I. Choice Comedies for Junior High Schools
- J. The Junior High Variety Book
- K. Easy Arena Plays
- L. Laugh and Learn
- M. Bright Comedies for Junior High Schools

III. Resource Materials

A. Books

1. Select Plays for Junior High Schools
2. Merry Comedies for Junior High Schools

B. Other

1. Humorous Skits for Young People, Robert Fontaine, 1970, Plays, Inc., Boston.
2. Plays for Reading, Henry Gilford, 1967, Walker & Co., New York.
3. Theatrical Direction: The Basic Techniques, David Welker, 1971, Allyn & Bacon, Inc., Boston
4. Theatrical Set Design: The Basic Techniques, David Welker, 1971, Allyn & Bacon, Inc., Boston.
5. The Drama Magazine for Young People, Monthly Publication, 1972, Plays, Inc., Boston.

DEVELOPMENTAL READING, Grade 8

I. Objectives
   A. (See Grade 7, page 41)

II. Content
   A. New Horizons. Several stories will be read in this unit for human high interest and enjoyment.
   B. Living In America Today. This unit features living with one another in America.
   C. America's Yesterdays. The student has a chance to read several stories of American builders that are not recorded in history books as American Heroes.
   D. This Age of Wonders. This unit has selections of modern wonders due to research and recent discoveries.
   E. Imaginative Tales. Various selections will feature a wonderful world of imagination - a world of humorous exaggeration, amazing inventions, and of ghostly superstitions.
   F. At Home and Abroad. In this unit the reader meets young Americans and people from other lands, some are just as concerned with problems of living as we are. The reader should note similarities and differences in cultures and folkways.
   G. Outdoor Adventures. Nature in this unit plays the roles of the friend and enemy. The reader will be held with the various adventures.
   H. Famous Americans. Eleven Americans are featured in this unit, who have left their marks on "The American way of life." Several selections will note deeds that are performed, often at great personal sacrifice.
   I. Our Literary Heritage. This unit has stories that have withstood the tests of time to satisfy readers for decades and centuries. We think of these selections as part of our cultural heritage. Familiarity with these stories will help us understand life today and as it was lived in the past.

   Design For Good Reading (Level II)
   And So The Story Goes (Level II)
   Optimum Reading Achievement (Levels I, II, III)
   Purdue University Developmental Reading Programs (Levels I, II, III)
   Improving Comprehension

III. Resource Materials
   A. Tapes (These tapes can be used at listening stations involving four or more students).
      1. Win I Will
      2. They Forged a Name From Nuts and Bolts
      3. The Captain Sets His Course
      4. A Dancing Needle Sparks a Genius
      5. Her Love Created an Immortal Tale
      6. A Teapot Stirs a Temptest
      7. An Escape From Death
      8. The Coach Behind the Stars
      9. A Relentless Judgment
      10. A Cup of Delight

11. An Honorable Gentleman
12. The Man Who Failed
13. Thunder Across the Plains
14. United We Stand
15. Hunkeshnee's Claim To Fame
16. Shipwrecked-A Classic Adventure
17. A Pirate's Only Honest Command
18. The Man Who Might Never Have Been
19. A Hero And A Heel
20. Fate Reverses A Decision

B. Films (Purdue University-Developmental Reading Level II)
1. The Rabbit In Australia
2. Two Were Left
3. The Best Advice I Ever Had
4. The Iron Horse
5. A Piece of the Moon
6. Under the Sea-Wind
7. Shoot 'Em If They Don't Wear A Hat!
8. Is Sleep A Waste Of Time?
9. The Outlaw
10. Profile Of The Real Mounties
11. Little Runt
12. The Marvel Of An Insect
13. The Red Snow
14. I Become A Horseman
15. Stonewall--A "Rare and Eminent Christian"
16. A Generation of Spectators?

Films (Tachomatic Training Films-Improving Comprehension

1. The Diamond
2. Air Pollution--A Growing Menace
3. Iroquois Hospitality
4. Icebergs Still Menace Shipping
5. The Indians As Fighters
6. How Hunters Wiped Out the Buffalo Herds
7. The Flood
8. Mules
9. The Mighty Jeep
10. Tunnels--Manmade Thruways
11. Beethoven The Incredible
12. In The Battle
13. College--What Is It Like?
14. The Great American Game
15. Roofs Over Rivers
16. We May Be Sitting Ourselves to Death

(These films are challenging for the best students...

Films (Optimum Reading Achievement, Level I)
1. The Convoy System
2. The Wildest Ride
3. The Horse Gets All The Breaks
4. Home From Home
5. Night of Terror
6. Just Short of Eternity
7. The Rain Kings
8. Parasol Ants
9. The Surrender Of The Army Of Northern Virginia
10. Life At High Pressure
11. The Worst Fire Of Them All

12. The Amazing Inventions of Leonardo Da Vinci
13. Three Against One
14. A Day of Valor
15. In Panama With Colonel Goethals
16. The Rubinstein Touch

Films (ORA I)

1. The Lady With The Torch
2. The First Shot and The Longest Siege
3. Why The Leaves Change Color
4. Our Future Under The Sea

Films (ORA Level II) Filmed Stories

1. Birth of New York
2. The Voice Between The Station Breaks
3. A Legend of Valor
4. When The Farms Blew Away
5. Riding The Wind
6. Brothers In Courage
7. Early Settlers On The Moon
8. Sinister Snappers
9. Frosh Problems
10. 39 Charlie Always Comes Back
11. Natures Multiplication Table
12. July 20, 1944
13. The Revolution In Small Plane Flying
14. The Assassination of Lincoln
15. A New Type Of Goodness
16. The Meaning Of the Capitol
17. When Japan First Met The West
18. Masai Spearmen
19. Saved From Drowning
20. Building A Pyramid

(Note: (Psychotechnics (ORA II is (designed for (mature readers (in Junior High (and High School (systems

Films (ORA Level III)

1. King Of The Roaring Road
2. The Readiness Is All
3. The Scramble For College Athletes
4. Belleau Wood
5. The Age Of The Earth
6. Rescue At Barrow
7. Machines For Fun and Freedom
8. Carlotta, The Lady Aeronaut
9. Man and The Undersea World
10. Wind Borne Wanderers
11. Dawn Over Zero
12. Karakush Burns The Towers
13. On The Eve Of Adventure
14. New Light On The Old West
15. The Passage Into Maturity
16. Our Ancient Ancestors
17. About Time
18. Catastrophe At Pompeii
19. The Thoughtful American

B. Films (Design For Good Reading Level II)

1. This Is The Way It Started
2. The Elements
3. Great Days Of The Overland Stage
4. Halloween
5. Devils, Drugs, and Doctors
6. New York Ferryboats
7. Survival On The Desert
8. Bonanza On Oil Creek
9. On Being Found Out
10. Carpet
11. Nature's Feathered Fury
12. Keepers Of the Lights
13. The French Touch
14. King-Size Americans: Is It Good?
15. Ice Adventure
16. The Rivermouth Theatre
17. They Climb By Night: Stegophilists
18. What's Inside The Earth?
19. How Brands and Marks Are Worked
20. On Going A Journey
21. The Story Of Your Christmas Tree
22. Life On Other Planets?
23. Population Increase
24. Of Travel
25. Mystery Of The Boomerang
26. Shaking Hands

LITERATURE, Grade 8

General Objectives

To expand interests and improve tests-to make greater use of reading as an aid to personal development, to enjoyment, and to intellectual growth.

To increase reading fluency-to improve the speed of reading but only in relation to the difficulty of the material, the nature of the content, the purpose of the reading, and the familiarity with vocabulary and subject matter.

To lead pupils to realize that thoughtful and thorough reading is both profitable and pleasant.

To teach the importance of reading in meeting the demands of our changing world.

To encourage free reading...(personal choice)

BASIC TEXT: Perception...Themes in Literature
Webster/McGraw-Hill, 1969

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I. Short Stories (7 cycles)

I. Objectives
- A. The student will be able to perceive relationships in character motivation and action in short stories.
  1. Given a short story, the student will describe the physical appearance of a character or characters either orally or in writing.
  2. Given a short story, the student will discuss the personality traits of a character the author emphasizes.
  3. Given a short story selection, the student will analyze the similarities between the thoughts and feelings of a main character in a short story and someone the student knows.
- B. The students will be able to put the events of the short story in order.
  1. The students will be able to enjoy the unexpected twists in plot.
  2. Given a short story, the students will be able to write a different ending, keeping in mind the nature of the characters involved and the pattern of events leading to the ending.
- C. The student will learn to read between the lines to see what the author is really saying that is different from the surface level that his words indicate.
- D. The student will learn to look consciously at the means a writer uses to catch the readers interest and raise questions in his mind.
- E. The student will increase his vocabulary.

II. Content
- A. The Ransom of Red Chief by O. Henry
- B. The Exploits of West Poley by Thomas Hardy
- C. Why Rustlers Never Win by Henry Gregor Felsen
- D. The Christmas Hunt by Borden Deal
- E. The Prince and the Pauper by Mark Twain
- F. Island of the Angels by Leonard Wibberley
- G. Flowers for Algernon by Daniel Keyes
- H. Lilies of the Field by William E. Barrett
- I. By the Waters of Babylon by Stephen Vincent Benet
- J. The Adventures of Tom Sawyer by Mark Twain (selections from)

III. Resource Materials
- A. Books
  1. All Around America, Scott, Foresman and Company, 1959
  2. Wide, Wide World, Scott, Foresman and Company, 1959

- B. Filmstrips, Co. Supt.
  1. Select the Best Title
  2. Famous Events in American History
  3. Famous Works of Art
  4. Story Book People
  5. Tom Sawyer
  6. Tom Sawyer Whitewashes the Fence
  7. Samuel Clemens, North Junior High

C. Records
   1. Huckleberry Finn
   2. Record to accompany All Around America, North Jr. High
D. Posters
   1. Author Posters
E. Additional
   1. A mini-unit is available and used for teaching The Adventures of Mark Twain

II. Poetry (2 cycles)

I. Objectives
   A. The student will be able to read a poem and interpret its literal meaning.
   B. The student will search for hidden meanings beneath the surface level.
   C. The student will listen for the poet's tone.
   D. Through discussion of the poet's tone, the student will come to understand the person behind the poem.

II. Content
   A. When I Was A Lad by W. S. Gilbert
   B. Father William by Lewis Carroll
   C. The Owl-Critic by James Fields
   D. Exiled by Edna St. Vincent Millay
   E. Ex-Basketball Player by John Updike
   F. A Spring Night by Robert Beloof
   G. Beowulf the Warrior by Ian Serraillier
   H. Columbus by Joaquin Miller

III. Resource Materials
   A. Books
      1. All Around America, Scott, Foresman and Company, 1959
      2. Wide, Wide World, Scott, Foresman and Company, 1959
   B. Charts and Posters
      1. Poetry Charts, North Jr. High Language Resource Center
      2. Poets

GRAMMAR, Grade 8

General Objectives

To develop effective communication through language to meet the needs in our expanding world.

To improve fundamental skills through training and practice.

To speak forcefully, clearly, and correctly in the many different types of situations calling for oral expression.

To extend his vocabulary and to express his thoughts in vivid, meaningful language.

To write effectively and correctly, organizing his thoughts well and choosing his words carefully.

To apply language skills as he works in other school subjects.

To gain a sound understanding of the basic elements of English grammar, and to apply this understanding to his oral and written work.

To practice everyday courtesies in classroom situations, including listening; in making introductions; in using the telephone, and in writing courtesy notes.

To creatively put one's thoughts and feelings into words that communicate to others.

To apply grammatical principles correctly in all written materials.

To use and recognize correct punctuation and capitalization.

BASIC TEXT: Building Better English
Harper & Row, 1968

I. Grammar

I. Objectives

A. The eighth grade students, using grammatical principles correctly in written material, will show that they will be able to do the following:

The students will be able to recognize common and proper nouns.

The students will recognize verbs and forms of the verb to be.

The students will know how to change verbs in the active voice to verbs in the passive voice.

The students will recognize the following parts of speech in given sentences:

1. Noun
2. Verb
3. Adjective
4. Adverb
5. Preposition
6. Conjunction
7. Pronoun

The students will recognize simple and complete subjects and predicates.

In selected sentences, the eighth grade students will recognize the following:

1. Direct objects
2. Indirect objects
3. Subject complement (pred. nom. -- pred. adj.)
4. Object of a preposition
5. Prepositional phrases
6. Appositives
7. Transitive verbs
8. Intransitive verbs
9. Linking verbs

The students will recognize simple and compound sentences, fragments, and run-on sentences.

B. The students, using various words and word pairs, will show their understanding of words used in written material.

Given a pair of homonyms, the students will define each.

Given a list of words, the students will identify the antonyms.

Given a complete analogy and a list of words, the students will recognize the word that completes the analogy.

C. The students, using correct punctuation, will show that they can do the following:

The students will use correct punctuation and capitalization in written materials.

They will write sentences that use the comma in the following ways:

1. To separate items in a series
2. To separate independent clauses
3. To set off nouns of direct address, appositives, series, etc.

Write an example of a compound sentence correctly punctuated by a semi-colon.

The students will write sentences using the colon, quotation marks, and periods.

D. The students, using the correct format, will show that they can write business letters and social (friendly) letters correctly.

The students will demonstrate skill in writing various kinds of social and business letters.

E. Students, using skills of phonetic and structural analysis, will show that they can improve their spelling.
   1. The students will apply the rules for the correct spelling of words in given cases.
      a. Words ending in final y
      b. Words ending in silent e
      c. Words containing ie, vs, ei
      d. Prefixes to a root word
      e. Suffixes to words
      f. Plural words

II. Content
   A. Improving Your Writing Skills: (3 cycles)
      1. Improve the use of capital letters
         a. Capitalize proper nouns.
         b. Learn to capitalize other words as needed in a sentence.
      2. Improve the use of punctuation
         a. Periods, question marks, exclamation points.
         b. The comma
         c. Quotation marks
         d. Colons, underlinings, hyphens
         e. Apostrophes
         f. Semi-colons (in a compound sentence)
   B. Recognizing Complete Sentences: (2 cycles)
      1. Study the structure of the sentence
         a. Subject (simple and compound) natural and inverted.
         b. Predicate verb (simple and compound)
      2. Avoid the use of sentence fragments
         a. Learn to recognize sentence fragments
         b. Avoid the use of sentence fragments in written composition.
   C. Verbs (2 cycles)
      1. Learn various kinds of verbs used in building sentences.
         a. Form class verbs
         b. Doing or action verbs
         c. Auxiliary (or helping) verbs
      2. Learn about verb forms
         a. Telling time with verbs (tenses, perfect and simple)
         b. Regular and irregular verbs.
         c. Verb conjugations
         d. Subject - verb agreement.
   D. Nouns (2 cycles)
      1. Getting acquainted with nouns in building sentences
         a. Using nouns as subjects
         b. Using nouns as predicate nominatives
      2. Using nouns as direct objects
         a. Using direct objects (singular)
         b. Using compound direct objects
      3. Other uses of nouns in sentences
         a. Using nouns in direct address
         b. Using nouns as appositives
         c. Using active and passive voice
         d. Making verbs agree with nouns as subjects

E. Pronouns (2 cycles)
   1. Using pronouns in building sentences
      a. Review personal pronouns
      b. Use pronouns in compound parts
      c. Use the standard use of personal pronouns
      d. Learn to avoid using apostrophes in possessive pronouns
   2. Study the various kinds of pronouns and how they are used.
      a. Learn to use interrogative and demonstrative pronouns.
      b. Make verbs agree with pronoun subjects.
      c. Make pronouns agree with their antecedents.

F. Adjectives (2 cycles)
   1. Using adjectives in building sentences
      a. Learn to recognize adjectives
      b. Learn to recognize predicate adjectives
   2. Learn to use and recognize various adjectives and uses of adjectives.
      a. Recognize adjectival words (determiners, noun forms)
      b. Recognize adjective phrases
      c. Use adjective comparisons

G. Adverbs (3 cycles)
   1. Using adverbs in building sentences
      a. Learn to recognize one-word verbs.
      b. Learn to recognize verb phrases.
   2. Learn to make adverb comparisons
      a. Comparative
      b. Superlative

H. Prepositions (1 cycle)
   1. Learn to recognize one-word prepositions
      a. Avoid confusion of to, too, and two
      b. Learn to use in and into properly.
      c. Recognize the object of the preposition
   2. Learn to recognize the prepositional phrase
      a. Review the structure of the prepositional phrase.
      b. Learn to recognize prepositional phrases and their use as adjectives or adverbs.

I. Conjunctions (1 cycle)
   1. Learn to use conjunctions in building compound sentences and complex sentences.
      a. Learn to combine pairs of simple sentences into good compound sentences.
      b. Learn to use conjunctions in building complex sentences.
   2. Clauses in complex sentences
      a. Independent clauses
      b. Dependent clauses

III. Resource Materials
   A. Books
      1. English In Action, 2; Heath 1960.

B. Filmstrips, Co. Supt.

1. Steps in Building a Paragraph
2. The Comma
3. Subject and Predicate
4. Adjective and Adverb Modifiers
5. Nouns
6. Words and Their Backgrounds
7. Parts of Speech
8. Sentence Construction
9. Transitive Verbs and Direct Objects
10. Using Perfect Tenses
11. Adverbial Clauses
12. Adjective Clauses
13. Compound Sentences

COMPOSITION, Grade 8

General Objectives

To lead pupils to realize that a paragraph must develop only one unit of thought.

To review the concept of the topic sentence and to suggest ways to develop a topic sentence.

To train pupils to support their topic sentences with facts, examples, and reasons effectively presented.

To give pupils practice in relating events in proper time-order.

To train pupils to revise their writing for unity.

To help pupils plan good paragraphs (the paragraph outline) and use the plans in writing their compositions.

BASIC TEXT: Compositions: Models and Exercises
Desmond, Nunan and Phillip McFarland, 1972

I. Composition (9 cycles)

I. Objectives

A. The students, using various forms and techniques, will demonstrate skill in writing.
   1. Emphasis will be placed on the topic sentence and paragraph unity.
   2. Students will show that they can write the following kinds of paragraphs:
      a. Descriptive
      b. Narrative
      c. Explanatory exposition
      d. Summary
   3. The students will be able to write answers to essay type questions by using complete sentences.
   4. The students will be able to write themes which use creative and imaginative writing, clear, concise sentences, and individual style.
   5. The students will demonstrate their ability to write in the following ways: (original compositions)
      a. Paragraphs
      b. Essays
      c. Poetry
      d. Short stories
      e. Plays (dialogue)

B. The students, by producing a factual report from notes and and from an outline, will demonstrate their ability to combine concepts and generalizations.
   1. Take notes from an oral or written source.
   2. Given a list of references to books, personal interviews, etc., put the references in correct bibliographical order and form.
   3. The students, using techniques of outlining, will show that they can prepare various types of outlines.
      a. Given a topic and supporting details, prepare a word or phrase outline in proper form using one level of indentation.
      b. Prepare outlines for a given selection to show main ideas and supporting details.
      c. Write a topic outline in the correct form using one level of indentation.
      d. Produce an outline for a report using notes you have collected from various references.

C. The students will show that they can give book reviews and reports in a variety of ways.
   1. Oral reports
   2. Written reports
   3. Posters
   4. Newspapers
   5. Puppet shows, etc.

D. The student will show that he can write social and business letters.

II. Content

A. Writing Paragraphs and Themes

1. Building a paragraph
   a. Emphasis on the topic sentence
   b. Emphasis on unity, usage, spelling, punctuation, and concluding sentences.
2. Writing various types of paragraphs
   a. Description
   b. Exposition
   c. Narration
   d. Summarization
3. Develop paragraphs by
   a. Example
   b. Incident
   c. Reason
4. Building a theme
   a. Emphasis on variety in sentence structure
   b. Introduction, body, and conclusion

B. Creative Writings to Include Stories and Poems

1. Writing a short story
   a. Introduction
   b. Body
   c. Conclusion
2. Writing original poetry
   a. Rhyme
   b. Limericks
   c. Free verse, etc.
3. Prepare a written report on the contents of an autobiography..."Your Own".
   a. Outline
   b. Completed autobiography

C. Learn To Be A Good Correspondent By Writing Letters Using the Correct Format

1. Writing social letters and notes
   a. Address envelopes
   b. Review the parts of a social letter
   c. Learn to write notes for special occasions
      (1) Write invitations and replies
      (2) Write thank you notes
2. Writing business letters
   a. Master the form of a business letter
   b. Write business letters to include the following parts in correct form:
      (1) Heading
      (2) Inside address
      (3) Formal greeting
      (4) Body
      (5) Closing - signature

D. Outlines

1. Formal
2. Informal
3. Sentence and topic

III. Resource Materials

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IV. Additional

A. Write a brief composition describing your home in a way that emphasizes the sounds heard there. The familiar hum of the refrigerator, the blare of a TV or radio, the comforting noises of dinner being prepared--those and other sounds can be combined to create a single clear vision and impression. Through your writing, you may wish to present your home as a warm and comfortable place in which to live or, perhaps, a somewhat monotonous or hectic place. Select details that support whatever impressions you want to convey.

B. Choose a familiar place--your classroom, the school cafeteria, a neighborhood store, and write a description of it. Before you begin the composition, make a list of the objects that you will include to create a clear impression of the place, and list the sights, smells, sounds, etc., you associate with those objects. If one object is more important than the others, save that one for the end of the composition.

C. Choose a favorite place--a beach, a park, an attic, and write a short description of it. Describe the most vivid sights, sounds, and smells. In doing so, try to create a strong overall impression of the place so that the reader will understand why you are fond of it.

D. In a paragraph, explain how to do something with which you are familiar:
   a. Assemble a machine or engine
   b. Cut the grass
   c. Drive a car
   d. Study for a test
   e. Pitch a curve
   f. Bake a cake
   g. Writer's choice, choose your own subject.

E. Natural inspiration. Write a paragraph suggested by a certain picture.

F. Write a brief narrative about an experience that did not turn out as you expected it would. The following suggestions, may remind you of one you would enjoy writing about:
   a. You have been looking forward to loafing through a holiday. The big day comes, and you find yourself busy from morning to night.
   b. A trip yields plenty of excitement but not in the way you counted on.
   c. Your class presents a one-act play in the school auditorium. As the curtain goes up you THINK you know your part.
   d. A visit to relatives turns out to be different from how you had imagined it.
   e. You think you have reason to dislike your new neighbor, and discover in time that your hunch was right.
   f. Dinner is served. You had a hand in preparing it, and it isn't fit to eat.

G. For stimulating imagination, try the following assignment: This Morning I Looked In The Mirror And Saw That I Had Turned Into A .....

H. Everyone Is A Moon And Has A Dark Side Which He Never Shows To Anyone. The topic of this composition is to bring out the serious side of you.

I. Write a story in which an animal or inanimate object possesses human attributes.

J. Each student writes his autobiography.

K. Following are book report suggestions:
   a. Make a poster advertising a book.
   b. Have a puppet show.
   c. Design costumes for the characters in the book.
   d. Make a mural.
   e. Make a newspaper from information in the story.
   f. Individual conferences about books.
   g. Dramatize a portion of the book.

L. Take Notes While Listening. Use the tape recorder to present material on which students are to take notes. By using this technique, you can replay the tape using the same material and discuss the notes which were taken. This gives a good chance for suggesting improvements.

SPELLING, Grade 8

General Objectives

To expand the students' knowledge of the dictionary and to encourage its greater use.

To extend students' interest in the origin of words.

To extend knowledge of word meaning through context.

To extend knowledge of the meanings of symbols used in the dictionary.

To form new words by adding suffixes to root words.

To provide knowledge in the use of synonyms.

To enrich vocabulary through context.

To review irregular vowel sounds, the schwa, and the silent letters.

To provide practice in syllabication.

To sharpen students' ability to proofread for spelling and punctuation errors.

I. Spelling

I. Objectives
- A. The students will show that they can use structural analysis to recognize and use the correct forms of words.
  1. Review structural analysis by recognizing structures of grammatical significance.
     a. Words endings: ed, ing, s, er, est.
     b. Plurals: s, es, ies, ver, etc.
  2. Recognize the written form (spelling) of a given word.
  3. Demonstrate the ability to show word separation by syllabication.
- B. The students will show that they can apply skills of structural and phonetic analysis to improve their spelling.
  1. Using a given list of words, the students will use methods for mastering the spelling of these words.
  2. Apply spelling rules for words that double the final consonant before a suffix.
  3. In given situations, the students will apply the rules for the correct spelling of words for the following:
     a. Words ending in final y
     b. Words ending in silent e
     c. Words containing ie, vs, ei
     d. Prefixes to a root word
     e. Suffixes to one-syllable words and to words ending in silent e
     f. The plural of words
  4. Apply spelling rules for words relating to the rule of final e before a suffix beginning with a vowel and to the final e before a suffix beginning with a consonant.
  5. Apply rules for spelling contractions.
  6. Apply rules for spelling words that adhere to the ie, ei, rule.
  7. Given a list of commonly used and/or commonly misspelled words, the students will spell them correctly.

II. Content

Many of the words from daily English papers are used for weekly spelling tests.
- A. Structural analysis
  1. Word endings: ed, ing, s, er, est.
  2. Plurals: s, es, ies, ves, etc.
- B. Study the given spelling of a word
  1. Master the correct spelling of words in a given list.
  2. Give a written spelling test over each list.
  3. Sentence dictation.
- C. Application of spelling rules
  1. Prefixes and suffixes
  2. Contractions (spelling of)
  3. Syllabication

III. Resource Materials
- A. Books
  1. Spelling Guide

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LITERATURE, Grade 9

General Objectives

To gain acquaintance with good literature and reputable authors.

To enrich the vocabulary.

To differentiate between fiction and non-fiction.

To develop skills in critical reading.

To understand the distinguishing characteristics of such genres as short stories, biography, novels, myths, essays, articles, poems.

To understand the author's tone.

To develop the imagination through reading.

To seek insights into human experience through one's reading.

To enjoy reading.

BASIC TEXT: Adventures in Reading (Laureate Edition)
by Evan Lodge and Marjorie Braymer
Harcourt, Brace & World, Inc. 1963

I. Short Stories

I. Objectives
- A. Given a selection of short stories to read and discuss, the student will be able to
  1. Realize that the short story writer leads the reader toward a philosophical statement, whether expressed or implied, which is quite different from a moral or lesson theme.
  2. Explain the author's tone.
  3. Understand character motivation through his actions, and the reactions of those around him.
  4. Identify the setting-time and place-and its impact on the short story.
  5. Reconstruct the short story-line or plot-turning point, climax, and resolution.
  6. Detect conflict in the characters-external, internal.
  7. Recognize allegorical levels of meaning.
- B. Having been exposed to short stories from good literature, the student will become acquainted with some major authors and their themes.
- C. The student will categorize the short story as fiction.

II. Content
- A. Dive Right In, B. J. Chute
- B. Catherine and the Winter Wheat, P. B. Hughes
- C. The Apprentice, Dorothy Canfield
- D. The Ransom of Red Chief, O. Henry
- E. The Adventure of the Dying Detective, Sir Arthur Conan Doyle
- F. Pride of Seven, Robert W. Krepps
- G. The Long Winter, Walter Havighurst
- H. The Tell-Tale Heart, Edgar Allan Poe
- I. A Man Who Had No Eyes, MacKinlay Kantor
- J. As Ye Sow, So Shall Ye Reap, Jesse Stuart
- K. The Fifty-first Dragon, Heywood Brown
- L. The Lady or the Tiger? Frank R. Stockton
- M. The Necklace, Guy de Maupassant
- N. The Unicorn in the Garden, James Thurber
- O. The Gift, Ray Bradbury

III. Resource Materials
- A. Books
  1. The Structure of Literature, A Guide for Teachers, by R. F. Beauchamp, AEP, 1969
  2. English Grammar and Composition 9, by John E. Warriner, Mary E. Whitten, Francis Griffith, Harcourt, Brace & World, Inc., 1969; Chapter 15, page 330 "Writing Stories"
- B. AV materials
  1. Literature Appreciation:Stories, Area I MP 808 Li
  2. Reading Stories:Character and Setting, 1361
  3. Reading Stories:Plot and Themes, 2506
  4. Tell-Tale Heart, Area I
  5. Developing Reading Maturity:Comparative Reading, Wisconsin State University, #27037
  6. Developing Reading Maturity:The Mature Reader, 27040
  7. Developing Reading Maturity:Critical Evaluation, 27038

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8. Developing Reading Maturity:Interpreting Meaning, #27039, WSU
9. The Elements of Fiction, TR 808.3 El
10. 23 transparencies illustrating elements of the short story.

II. Articles and Essays

I. Objectives
- A. The student will be able to define article and essay.
- B. The student will categorize these forms of literature as non-fiction.
- C. Given characteristics of the article and essay, the student will be able to differentiate between the two.
- D. After analyzing the structure of the article or essay, the student will
  1. See that each must be planned before written.
  2. Realize that argumentation involves special skills.

II. Content
- A. Hawaii by James Michener
- B. Every Dog Should Own a Man by Corey Ford
- C. The Truth About Thunderstorms by Robert Benchley
- D. A, B, and C-The Human Element in Mathematics by Stephen Leacock
- E. The Piano That Wouldn't Die by Arthur Cavanaugh

III. Resource Materials
- A. Books
  1. Native Voices by Sylvia Z. Brodkin and Elizabeth J. Pearson, Globe Book Co., Inc., N. Y., 1971 in North Junior High Library

IV. Activities
- A. During the study of this unit, composition should be stressed for form and structure. Have the class write articles and essays.
- B. Assign the student to find a good example of article and essay, mount it and discuss its strengths and weaknesses in a 300+ word paper.

III. Biography

I. Objectives
- A. The student will be able to differentiate between biography and autobiography, and categorize these as non-fiction.
- B. Given a biographical selection to read, the student will be able to
  1. Recognize the values a biographee adhered to.
  2. Identify with some of the life challenges that confronted the biographee.
  3. "Try on" various life styles and vocations.
- C. Given the biographies of persons of different races, the student will broaden his understanding of racial problems.
- D. Through the reading of others' lives, the student should better be able to understand himself.

II. Content
- A. Short Selections
  1. Charles Dickens:The Boy of the London Streets by Rupert S. Halland
  2. Queen Elizabeth II by Marion Crawford
  3. A Pilot's Needs by Mark Twain
  4. The Thread That Runs So True by Jesse Stuart
  5. Abe Lincoln Grows Up by Carl Sandburg
  6. The World At My Fingertips by Karsten Ohnstad
- B. Books
  1. Narrative of the Life of Frederick Douglass by Frederick Douglass, New American Library, paperback.

III. Resource Materials
- A. Films
  1. Literature Appreciation:How To Read Biographies, Area I, 02324

IV. Activities
- A. Encourage the reading of additional biographies-especially during this unit and weave reports and discussions into the classes.

IV. Novel

I. Objectives
- A. Given this novel to read, the student will be able to
  1. Reconstruct the plot line
  2. Identify the setting and its relation to the meaning of the novel.
  3. Analyze the characters and their behavior.
  4. Detect conflict among the characters and identify its type.
  5. Interpret the theme of the novel.
  6. Discuss the author's tone.
- B. By studying and reading a novel in depth, the student will come to know the author, his philosophy, and life influences on his writing.
- C. The student will learn to categorize a novel as fiction.
- D. The student, given vocabulary to define and use, will expand his language facilities.
- E. The student will gain a better understanding of himself and the people around him through his acquaintance with characters in a novel.
- F. Given the novels Lord Of The Flies and Jonathan Livingston Seagull, the student will search for allegorical levels of meaning and symbolism.

II. Content
- A. Great Expectations by Charles Dickens
- B. Lord of the Flies by William Galding
- C. Jonathan Livingston Seagull by Richard Bach

III. Resource Materials
A. Books
1. Great Expectations (abridged) Adventures in Reading, pp. 560-719
2. Lord of the Flies, William Golding, Capricorn Books, 1954
3. Teacher's Guide, Student's Study Guide and Tests to Lord of the Flies (in file).
B. Films
1. Novel:What it Is, About, Does, Area I
2. Early Victorian England and Charles Dickens
3. Great Expectations I
4. Great Expectations II
5. Literature Appreciation:How To Read Novels, WSU #3L207
6. Miss Havisham-From Great Expectations, #5L325
7. Charles Dickens-Background for His Works, #1L013

IV. Activities
A. Role playing some of the scenes from Great Expectations.
B. Read to students, Jonathan Livingston Seagull.

V. Mythology

I. Objectives
A. Given a study of this unit, the student will be able to
1. Define myth
2. Define legend
B. After reading and hearing various myths, the student will recognize
1. That myths are the products of all peoples, all times.
2. That myths are fiction with perhaps some history woven in.
3. That myths are an early literary form.
C. Given concentrated lectures and assignments, the student will become familiar with the Greek myths.
1. Through this, the student will increase his knowledge of Greco-Roman history.

II. Content
A. Mythology in General
1. Myths about the moon
2. Mythology's heroes and monsters - fact or fiction
3. Myths today
4. Mythology and the arts
B. Greek Mythology
1. The Titans
a. Chaos
b. Uranus
c. Gaia
d. Pontos
e. Eros
f. Erebos
2. The Olympians
a. Zeus
b. Hera
c. Poseidon
d. Hades
e. Hestia
f. Ares
g. Athena
h. Apollo
i. Aphrodite
j. Hermes
k. Artemis
l. Hephaestus

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3. The Lesser Gods and Mythological Beings
   a. Demeter
   b. Persephone
   c. Dionysus
   d. Pan
   e. Prometheus
   f. Cupid
   g. Helios
   h. Selene
   i. Muses
   j. Sirens
   k. Gorgons
   l. Harpies
   m. Centaurs
   n. Naiads
   o. Dryads
   p. Cyclops
   q. Medusa
   r. Minotaur
   s. Pegasus
   t. Phaeton
   u. Psyche
   v. Orpheus
   w. Pyramus and Thisbe
   x. Atlas
   y. Three Graces
4. Mythology's Heroes
   a. Jason
   b. Theseus
   c. Heracles (also Hercules)
   d. Atalanta
   e. Perseus
   f. Odysseus

III. Resource Materials

A. Books

1. Gods, Heroes, and Men of Ancient Greece, W. H. D. Rouse, Mentor, 1957 (Basic Text)
2. Mythology, Edith Hamilton
3. Bulfinch's Mythology, Thomas Bulfinch, Dell Publ., Co., 1959.
4. An Outline of Classical Mythology, Robert E. Wolverton, Littlefield, Adams, & Co., 1971.
5. Myths by Robert Pierce, Betty Wagner and Ronald Goodman, Houghton Mifflin, 1973

B. Films

1. Mythology of Greece and Rome, U. of I. #30070

C. Transparencies

1. About Mythology, A Scriptographic Study Unit, Channing L. Bete Co., Inc., Greenfield, Mass.

D. Posters, Scholastic Book Services, N. Y.

1. Eight Famous Greek Myths
2. Who Is the Man In the Moon?
3. Mythical Monsters

IV. Activities

A. Compile a mythology notebook.
B. Research other myths and tell them to the class.
C. Write an original myth.

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VI. The Epic Tale

I. Objectives
- A. The student will be able to define epic and explain the characteristics of this literary form.
- B. The student will familiarize himself with two Greek poets, Homer and Virgil.
- C. The student will exercise his knowledge of mythology and see its significance in Greek literature.
- D. The student will analyze the person of Odysseus and find a versitile, exciting character in literature.

II. Content
- A. The Odyssey
  - 1. Parts are read and studied in detail. If the student wishes, he may read the entire work.
- B. The Iliad
  - 1. The student is acquainted with its purpose.

III. Resource Materials
- A. Books
  - 1. Adventures in Reading, pages 525-548
  - 2. The Odyssey, Homer, translated by W. H. D. Rouse, Mentor Classic, 1937.
- B. Films, Area I
  - 1. The Odyssey:The Structure of the Epic
  - 2. The Odyssey:The Central Themes
  - 3. The Odyssey:The Return of Odysseus
- C. Filmstrips, Area I
  - 1. Great Classics of Literature:Odyssey
  - 2. Great Classics of Literature:Iliad

VII. Poetry

I. Objectives
- A. Given a study of poetry, the student will:
  1. Develop an appreciation for the beauty of sound in poetry.
  2. Explain the literal meaning of the poem, and attempt to uncover hidden meanings and individual interpretations.
  3. Distinguish between image - metaphor - symbol, and find examples of each.
  4. Determine rhyme scheme and metrical pattern.
  5. Read a poem without using a sing song voice.
  6. Recognize the following kinds of poems: epic poem, lyric, sonnet, narrative, haiku, concrete poem, limerick.
  7. Discern such sound effects as rhyme, alliteration, onomatopoeia.
  8. Explain possible meanings of symbols.
  9. Recognize characteristics of certain poets that distinguish their work.
  10. Realize that poetry does not have to rhyme.

II. Content
  A. Sound
    1. Jazz Fantasia, Carl Sandburg
    2. The People, Yes, Carl Sandburg
    3. Jamaica Market, Agnes Maxwell-Hall
    4. Cargoes, John Masefield
    5. House Song to the East, Navaho Indian Song
  B. Image
    1. Steam Shovel, Charles Maloi
    2. Through a Train Window, Gordon Parks
    3. Prelude, T. S. Eliot
  C. Mood
    1. A Loon I Thought It Was, Chippewa Indians
    2. Lament Of A Man For His Son, Indian
    3. John Doe, Jr., Bonaro W. Overstreet
    4. Those Winter Sundays, Robert Hayden
    5. The Twenty-Third Psalm, Bible
  D. Irony
    1. Those Two Boys, Franklin P. Adams
    2. John and Jane, Thomas Hardy
    3. Apostrophe to Man, Edna St. Vincent Millay
  E. Theme
    1. The Lesson of the Moth, Don Marquis
    2. The Road Not Taken, Robert Frost

III. Resource Materials
  A. Books
    1. Insights, G. Robert Carlsen and Anthony Tovatt, Webster/McGraw-Hill, 1973
    2. Reflections in Literature, Phillip McFarland, Sharon Breakstone, and Morse Pickham. Houghton Mifflin, 1972.
    3. Scope Magazine, Black Poetry, Language Resource Center
    4. Concrete Is Not Always Hard by A. Barbara Pilon, Xerox Education Publications, 1972
    5. Other volumes of poetry in Jr. High Library
  B. Films
    1. Literature Appreciation:How To Read Poetry, Wisconsin State Univ., LaCrosse, #1L051
    2. Teaching a Poem, #5E144
    3. What Is Poetry?, Area I
  C. Filmstrips, Area I
    1. Rhythm in Poetry
    2. Sound Effects in Poetry
    3. Figures of Speech
    4. Stanza Forms and Forms of Verse
  D. Tapes, Area I
    1. Poetry(from How To Read and Understand Poetry)
    2. The Interpretation of a Poem
    3. Interpretation:Reading and Meaning
    4. How To Read and Understand Poetry (4 tapes)
  E. Records
    1. Black Poetry, Language Resource Center

IV. Activities
  A. Encourage students to bring and read their favorite poems, illustrate or set some to music.
  B. Encourage original poetry writing.

GRAMMAR, Grade 9

General Objectives

To develop proficiency in proper spoken and written usage.

To understand the function of the parts of speech, and realize that understanding them is necessary when comprehending usage rules.

To develop a concept of the structure of our language.

To master the rules for capitalization and punctuation.

BASIC TEXT: English Grammar and Composition 9 Rev. Ed.
John E. Warriner, Mary E. Whitten, and Francis Griffith
Harcourt, Brace & World, 1969

I. Objectives

A. Given an explanation of and definition for the parts of speech, the student will be able to
   1. List the parts of speech
   2. Define them
   3. Explain their function
   4. Give illustrative examples and locate each in sentences.

B. Given the rules for capitalization, the student will be able to
   1. Capitalize efficiently in writing
   2. Locate the proper rule in his grammar book should he forget.

C. Given the rules for punctuation, the student will be able to
   1. Punctuate correctly in writing
   2. Vary his choice of punctuation marks (eg. use a semi-colon instead of a coordinating conjunction and comma)
   3. Locate the proper rule in his grammar book should he forget that rule.

D. Given the rules for subject-verb agreement, the student will be able to make his subjects and verbs agree in number.

E. Given the rules for conjugating verbs in their principal parts, the student will be able to master regular and irregular verbs.

F. Given the rules for nominative and objective case, the student will be able to make his pronouns and antecedents agree.

G. Given specialized attention to who and whom, the student will be able to use these pronouns correctly.

H. Given the rules for comparison, the student will be able to compare regular and irregular verbs.

I. Given examples, the student will be able to detect dangling and misplaced modifiers and correct them in his sentences.

J. Given the definition of independent and subordinate clauses, the student will be able to differentiate between the two and use both types correctly.

II. Content

A. Parts of Speech
   1. Noun
   2. Verb
   3. Adjective
   4. Adverb
   5. Pronoun
   6. Preposition
   7. Conjunction
   8. Interjection

B. Mechanics
   1. Capitalization
   2. Punctuation

C. Usage
   1. Agreement
      a. Subject-Verb
      b. Pronoun-Antecedent

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2. Correct Use of Verbs
   a. Principal parts
   b. Regular and irregular
   c. Voice
   d. Tense
   e. Special problems
      (1) Lie-Lay
      (2) Sit-Set
      (3) Rise-Raise
3. Correct Use of Pronouns
   a. Case
      (1) Nominative
      (2) Objective
      (3) Who-Whom
4. Correct Use of Modifiers
   a. Comparison
      (1) Regular
      (2) Irregular
   b. Dangling modifiers
   c. Misplaced modifiers

D. Clauses
   1. Independent
   2. Subordinate

III. Resource Materials
   A. Books
      1. Teaching Tests 9, by Orville Palmer to accompany Warriner's English Grammer and Composition 9, Rev. Ed., Harcourt, Brace & World, Inc., 1965
   B. Films
      1. Parts of Speech, U. of I. #35647
   C. Transparencies
      1. Clauses, Language Resource Center

COMPOSITION, Grade 9

General Objectives

To write clearly and directly

To be willing to work at developing skill

To continue reading and research for subject material

To write honestly

To proofread

To revise

To cite sources

To expand the vocabulary.

BASIC TEXT: English Grammar and Composition 9 Rev. Ed.
by John Warriner, Mary E. Whitten, and
Francis Griffith
Harcourt, Brace & World, 1969

I. Objectives

A. The student will demonstrate that he can write a complete sentence.

B. Given sentences, the student will be able to eliminate run-ons, and fragments.

C. Through attention and revision, the student will achieve more variety in his sentence writing.

D. After studying paragraphs, the student will be able to
   1. Write unified paragraphs
   2. Develop his paragraphs
   3. Arrange his material coherently
   4. Locate the topic sentence
   5. Vary the location of the topic sentence in his paragraphs.
   6. Locate and use transitions.

E. Given sample models of compositions, the student will be able to write well organized compositions with particular attention paid to the introduction, body, and conclusion.

F. Given samples, the student will learn to differentiate between summary and researched report.
   1. The student will cite sources.
   2. The student will learn the definition of plegerism.

G. During the appropriate unit in literature study, the student will write original literary types: short story, essay, article, poem.

II. Content

A. The Sentence
   1. Fragments
   2. Run-ons
   3. Achieving variety

B. The Paragraph
   1. Topic sentence
   2. Unity
   3. Development
      a. Details or examples
      b. Relating story or incident
      c. Giving reasons
      d. Making comparisons or contrasts.
   4. Coherence
      a. Chronological
      b. Spatial
      c. Order of importance
   5. Transitions

C. The Composition
   1. Introduction
   2. Body
   3. Conclusion

D. The Summary

E. The Brief Research Report
   1. 300 - 500 words
   2. Cite sources

F. Original Literary Types
   1. Short story
   2. Essay
   3. Article
   4. Poems

III. Resource Materials

A. Books

1. Composition Models and Exercises 9, 2nd Ed.
   Diane Wilbur and Philip McFarland
   Harcourt Brace Jovanovich, Inc., 1971

B. Films

1. Writing a Good Paragraph, U of I #26136
2. From Sentence to Paragraphs, Iowa State Univ. #NS5825
3. The Exact Small Things, Iowa State Univ. #NS5826

C. Filmstrips, Area I

1. Introduction of a Written Composition
2. The Main Parts of a Written Composition
3. The Body of a Written Composition
4. Making Transitions in Written Compositions
5. The Research Paper; Preliminary Stages
6. The Research Paper:Bibliography and Footnotes
7. Patterns of Paragraphs

D. Transparencies, Area I

1. Writing Effective Sentences-Part I
2. Effective Sentences-Part II
3. Objects for Descriptive Writing
4. Composition:Writing the Theme

IV. Activities

1. Correlate writing assignments to literature reactions as much as possible.

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SPEECH, Grade 9

General Objectives

To correct and improve spoken English

To increase one's speaking vocabulary

To establish correct pronunciation

To secure distinctness of enunciation

To develop a pleasant but unaffected tone of voice

To develop physical and mental poise; to develop the ability to express one's thoughts and feelings with ease before a group

To understand that effective speaking requires planning

To cultivate the ability to convince and persuade--rationally and fairly

To develop reflective thinking for use in effective speech communication

To recognize the importance of free speech in a democratic society

To develop listening ability as an important part of communication

To develop oral reading fluency and expression

To learn to use the body in effective speaking--gestures and bodily actions

To cultivate skills in extemporaneous speaking

BASIC TEXT: North Junior High Speech Guide

I. Objectives

A. Given specific assignments, students will show that they can prepare a speech using techniques appropriate to each speech type.
   1. Special attention will be given to preparation of an outline for each formal speech.
   2. Use of resource materials is essential.

B. Given specific assignments, the student will show that he can present a speech.
   1. The student will be able to exhibit poise and ease before the group.
   2. The student will be able to speak with proper volume, rate, pronunciation and enunciation.

C. Given specific activities, the student will learn to listen and to learn from listening.
   1. The student will listen to recordings of famous speeches and analyze content and delivery.
   2. The student will respect his peers by listening to their speeches in class.
   3. The student will take notes on other speeches given in the community or on television.

D. Given units in group discussion techniques, the student will be able to
   1. Realize that effective group discussion involves the entire group and does not exist where the speaker is regarded as absolute.
      a. Understand the role of chairman or moderator, and lead a discussion.
      b. Understand the role of the participants through participation.
   2. Practice basic rules of parliamentary procedure.
   3. Listen as well as respond.
   4. Participate in a symposium.

E. Basic assignments will demonstrate the student's ability to
   1. Inform
   2. Stimulate
   3. Convince
   4. Entertain

F. Specific assignments will demonstrate the student's experience in the following situations:
   1. Giving an introduction
   2. Accepting a gift, award, welcome
   3. Nominating or accepting a nomination
   4. Reading orally
   5. Participating in choral reading
   6. Telling a short story
   7. Reviewing a book
   8. Radio speaking

G. The student will be given an opportunity to dramatize through participation in short plays, role play situations and pantomime.

II. Content

A. Various formal speaking situations to be prepared and presented:

1. A recorded speech
2. A speech of personal experience
3. The pantomime
4. Speech to inform
5. Speech to stimulate or arouse
6. Speech to convince
7. The introduction
8. Speech of welcome
9. Response to speech of welcome
10. nomination speech
11. Acceptance of a nomination
12. The book review
13. The symposium speech
14. Oral reading of a poem, short story article
15. Choral reading
16. Speech to entertain
17. Radio speaking
18. "Fun" speeches
19. Advertising-sales pitch
20. Current events speech
21. Visual aids speech
22. Telling a short story
23. Short plays

B. Various lessons will include the following:

1. Voice
   a. Projection
   b. Enunciation
   c. Pronunciation
2. Body language
   a. Distracting movements
   b. Gestures
   c. Facial expression
3. Planning and outlining
4. Researching
   a. Jr. High Library
   b. Heiserman Memorial Library
5. Listening
   a. Skills tests

III. Resource Materials

A. Books

1. The New American Speech, Wilhelmina G. Hedde and Others Lippincott, 1968
2. Speech in American Society, R. R. Allen and Others, Merrill Publishing Co., Columbus, Ohio, 1968
3. Tested Methods of Teaching Speech, Dr. James Holm, J. W. Walch, Publishers, Portland, Maine, 1962
4. The Stage and the School, Katharine Ammannery and Harry Schanker, Webster/McGraw-Hill, 1972
5. The Teenager and Speechmaking and Debating, Mary L. Hughes, Richards Rosen Press, N. Y., 1969
6. Fifty Plays for Junior Actors, Sylvia Kamerman, Plays Inc., Boston, 1966 (Area I Library)

7. One Act Plays for Today, Francis Griffith and Joseph Mersand, Globe, 1945
8. Play books available in Language Resource Center.

B. Films
1. Listening Skills:An Introduction, WSU #2L133
2. How to Conduct a Discussion, Iowa State Univ., Ames #NS5374
3. Parliamentary Procedure in Action #NS3280
4. Oral Communication:Effective Persuasion #NS1037
5. Oral Communication:Power of Emotional Speech #NS1083
6. Building An Outline #NS3648
7. Planning a Speech, Area I, #2505
8. Researching a Topic, #2506
9. Your Communication Skills:Listening, #1360

C. Transparencies, Area I
1. Basic Speeches (23)
2. Introduction to Discussion (23)

D. Records
1. Speeches For Every Occasion, Scott Publishing Co.
2. The Three C's of Good Speech, Richard Pyatt, Listening Library Inc., Greenwich, Connecticut

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PRACTICAL ENGLISH, Grade 9

Preface

This is a special course designed to meet the needs of students with problems in Language skills. The course is not regarded as a separate course by the students, nor is it differentiated on office records. It is, however, a special curriculum with different texts and materials.

General Objectives

To develop language skills for vocational proficiency

To master the rules for correct usage in speaking and writing

To emphasize spelling

To master the rules of mechanics for proper capitalization and punctuation

To develop the attitude of looking for the right answer via a rule in a grammar book

To improve writing content and organization

BASIC TEXT: English On the Job,
Jerome Carlin and Others
Globe Book Co., 1970

I. Parts of Speech-Usage

I. Objectives
- A. After a study of a unit on verbs, the student will be able to
  1. Recognize and pick out verbs in sentences
  2. Use the proper verb tense in speaking and writing
- B. Given a unit on subject-verb agreement, the student will be able to
  1. Identify subject and verb in sentences
  2. Differentiate between singular and plural subjects and verbs
  3. Make his subjects and verbs agree in his speaking and writing
- C. Given a unit on adjectives and adverbs, the student will be able to
  1. Define and identify adjectives and adverbs
  2. Compare adjectives and adverbs correctly
- D. Given a unit on pronouns, the student will be able to
  1. Define and identify pronouns in sentences
  2. Make pronouns agree with their antecedents
  3. Use who and whom correctly
  4. Use the objective case pronouns for objects of prepositions
  5. Use nominative case pronouns for predicate nominatives
- E. Given a unit on special preposition and conjunction problems, the student will be able to use the following correctly: off, from; to, at, by; like, as, as if; in, into; between, among; from, than.

II. Content
- A. Verbs
  1. Definition
  2. Tense
  3. Principal parts
  4. Special Verb Problems
     a. Teach, learn
     b. Leave, let
     c. Bring, take
     d. Rise, Raise
     e. Lend, loan, borrow
     f. Lie, lay
     g. Stand, stay
     h. Sit, set
     i. Had, better, ought
     j. Have, of
- B. Subject Verb Agreement
  1. Definition
  2. Simple subjects
  3. Compound subjects
  4. Phrases, clauses, special modifiers
- C. Adjectives and Adverbs
  1. Definition
  2. Comparison
  3. Special Problems
     a. This here
     b. Them
     c. Those
  4. Double negatives

D. Pronouns
   1. Nominative
      a. Subject
      b. Predicate nominative
   2. Objective
      a. Direct object
      b. Object of preposition
      c. Indirect object
   3. Agreement with antecedent
   4. Who, whom

E. Prepositions and conjunctions
   1. Definition
   2. Special problems
      a. Off, from
      b. To, at, by
      c. Like, as, as if
      d. In, into
      e. Between, among
      f. From, than

III. Resource Materials
   A. Books
      1. Supplementary texts are available for additional work sheets.
      2. Use Resource Materials as listed on page 93.

IV. Activities
   A. The Grammar unit is composed of work sheets taken from the text.

II. Mechanics

I. Objectives
   A. The student will improve his writing skills by mastering the rules for
      1. Capitalization
      2. Punctuation
   B. The student will realize that his written communication is an expression of self, and mechanical errors give a poor impression.
   C. The student will be aware that future employers desire efficiency and correctness of expression, and this is a goal worth striving for.

II. Content
   A. Punctuation
      1. End marks
      2. Commas
      3. Colons, semi-colons
      4. Quotations
      5. Italics
   B. Capitalization

III. Resource Materials
- A. Books
  - 1. Ace Packet
    - a. Work sheets are available from a special packet for slow learners developed by Scott, Foresman.
  - 2. Supplementary texts are available for work sheets.
- B. Films
  - 1. Parts of Speech, U of I #35647

III. Composition

I. Objectives
- A. The student will be able to express his written thoughts in complete sentences.
- B. The student will develop his sentences into unified paragraphs.
- C. The student will arrange his paragraphs into a well organized composition.
- D. The student will learn the necessity of proofreading and revising in written communication.
- E. The student will differentiate between a composition and writing a story.

II. Content
- A. Sentence
  - 1. Fragment
  - 2. Run-on
- B. Paragraph
  - 1. Topic sentence
  - 2. Unity
  - 3. Development
- C. Composition
  - 1. Introduction
  - 2. Body
  - 3. Conclusion
- D. Original Work (optional)
  - 1. Stories
  - 2. Poems
  - 3. News items
- E. Book Report

III. Resource Materials
- A. Books
  - 1. Ace Packet Materials, Language Resource Center
- B. Films
  - 1. Where applicable, use the films and other materials as listed on page 96.

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IV. Spelling

I. Objectives
   A. Given weekly dictation and study, the student will improve his spelling.
   B. Given rules to master, the student will learn short cuts to better spelling.
   C. The student will learn to use mneumonic devices to improve his spelling.

II. Content
   A. Word Lists
   B. Weekly Quiz
   C. Sentence Dictation
   D. Rules

III. Resource Materials
   A. Books
      1. Improving Your Spelling, Chapter 28, pages 563-592 English Grammar and Composition 9
      2. Basic Text, Spelling pages 211-236
      3. Basic Goals in Spelling 8, Kottmeyer and Claus, (Review of 8th grade word lists)
      4. Spelling sheets, Ace Packet, Language Resource Center
   B. Filmstrips, Co. Supt.
      1. Some Problems - Spelling, 4-B-6
      2. Seeing, Hearing, and Spelling, 4-B-7
      3. Aids for Remembering Spelling, 4-B-8
      4. Dictionary in Spelling, 4-B-9

IV. Activities
   1. Develop weekly spelling lists from the resources mentioned above and from problems on papers. Review is essential.

LITERATURE IN PRACTICAL ENGLISH, Grade 9

General Objectives

Given examples, the student will learn to distinguish between novel, short story and biography.

Given words to define and use in sentences, the student will increase his vocabulary and understanding.

Given selections to read, the student will discuss ideas regarding values of life.

Through reading and discussion, the student will identify with some of the characters and themes, and thereby grow to understand himself.

BASIC TEXTS: Stories of the Inner City,
Benjamin Ashcom and Others,
Globe Book Co., 1970

Modern Short Biographies,
Henry I. Christ,
Globe Book Co., 1970

I. Short Stories

I. Objectives
- A. Given an example of the short story, the student will be able to
  1. Outline the steps of the plot
  2. State the setting and time
  3. Explain the theme
  4. Describe the characters
- B. Given an opportunity to discuss the selection, the student will identify with and see relationships to certain characters and situations, thereby gaining a better understanding of, and ability to express, himself.
- C. Given specific writing assignments, the student will increase in self understanding and expression.
- D. Given Stories of the Inner City, the rural student will gain an understanding of life in the city.

II. Content
- A. Inner City Stories' Themes
  1. Gaining self-reliance
  2. Learning the hard way
  3. Being different
  4. Growing up
  5. Facing authority
  6. On the job
  7. A better place to live
  8. Facing reality

III. Resource Materials
- A. Books
  1. Stories of the Inner City, by Benjamin Ashcom and Others, Globe Book Co., Inc., 1970
- B. Audio-visual Materials
  1. Where applicable, use audio visual materials from the 9th Literature's general class short stories unit listed on page 84

IV. Activities
- A. Vocabulary
  The student will
  1. Complete the Test Your Vocabulary before reading the selection.
- B. Understanding the reading material
  1. The student will complete the "Check Your Understanding", after reading the selection.
- C. Reading aloud
  1. Several of the stories should be read aloud in class by the students and/or the teacher.
- D. Plot
  1. Given a scrambled list of the details of the plot for a particular short story, the student will arrange them in order.

E. Character
   1. Given characters in a short story, the student will
      a. Describe the character in a paragraph.
      b. Role-play that character
      c. Draw or locate pictures of the character as the student visualizes him.
      d. Compare or contrast the character to himself of other people.

F. Search for values
   1. After having read a short story, the student will search for values through
      a. Oral expression in small group discussion
      b. Written expression in composition

II. Biography

I. Objectives
   A. After reading a biographical selection, the student will recognize the values the biographee held.
   B. The student will identify with the life challenges of some of the biographees.
   C. Given vocabulary and questions for understanding, the student will improve his reading and speaking skills.
   D. Given a variety of biographical selections, the student has the opportunity to try on various life styles and vocations.
   E. Given biographical selections of people from minority groups, the student will broaden his understanding of racial problems.
   F. Given an autobiography to read, the student will differentiate the terms autobiography from biography.
   G. Given biographical selections of people from minority groups, the student will become aware of racial problems.

II. Content
   A. Biography Thematic Units
      1. Courage
      2. Dreams
      3. Goals
      4. Achievements
      5. Entertainers
      6. Persistency
   B. Autobiography
      1. Frederick Douglass, an American slave

III. Resource Materials
   A. Books
      1. Narrative of the Life of Frederick Douglass, Signet, 1968
   B. Audio-visual Aids
      1. Refer to Biography under the general class Biography Unit. Where applicable, use these materials.

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III. Novel-Hie to the Hunters

I. Objectives
- A. Given a novel selected especially for slow readers, the student will achieve a degree of success in completing a full length book.
- B. Analyzing the theme of the novel, the student will recognize the importance of education.
- C. Discussing the values of the novel, the student will recognize differences in parents and life situations and see the values and drawbacks of each.
- D. Given an exciting plot, the students will be able to restate the events.

II. Content
- A. Hie To The Hunters
- B. Free reading novel choices

III. Resource Materials
- A. Books
  1. Hie To The Hunters, by Jesse Stuart, abridged, Ace Edition, Scott, Foresman and Company, 1950.
- B. Films
  1. Novel: What It Is, About, Does, Area I
  2. Literature Appreciation:How to Read Novels, WSU, 3L207

IV. Activities
- A. Free reading
  1. The student will select and read novels of his choosing for extra credit and tell his peers about them in class.

LITERATURE, Grade 10

General Objectives

The sophomore student after completing his study of prose and poetry will have demonstrated his ability to:

Appreciate and comprehend the literature he has read

Realize that literature has a timeless quality and can relate to his life

Understand that literature provides the opportunity for vicarious experience

Understand the five major elements in literature; plot, tone, setting, character and theme

Understand the underlying meaning that is frequently present in literature and poetry

Understand the difference between three-dimensional characters and common stereotypes

Communicate his thoughts and feelings in class as they relate to selections read

Write concisely and clearly his thoughts and feelings concerning literature read.

Basic Text: Adventures in Literature,
Loban and Olmstead,
Harcourt-Brace and World, 1963
(Laureate Edition)

I. The Short Story (3-4 cycles)

I. Objectives
- A. Each student should be able to understand the structural elements of fiction.
- B. The student will begin to examine the underlying meaning in fiction.
- C. The student and/or teacher will identify unfamiliar words and attempt to increase student's vocabulary.
- D. The teacher will attempt to maintain or stimulate the student's interest in reading.

II. Content
(The short stories are arranged according to types of literature.)
- A. Plot
  1. An Untitled Story by Jack Finney
  2. Four and Twenty Blackbirds by Agatha Christie
  3. A Slander by Anton Chekhov
- B. Tone
  1. The Open Window by Saki
  2. Death of Red Peril by Walter D. Edmonds
  3. A Slander by Anton Chekhov
- C. Setting
  1. The Heathen by Jack London
  2. Beware of the Dog by Raold Dahl
  3. The Cask of Amontillado by Edgar Allan Poe
- D. Character
  1. A Mother in Mannville by Marjorie Rawlings
  2. All the Years of Her Life by Morley Callaghan
  3. The Duke's Children by Frank O'Connor
- E. Theme
  1. The Bishop's Candlesticks by Victor Hugo
  2. The Rat Trap by Selma Lagerlof
  3. The Dragon by Ray Bradbury
  4. The Gift of the Magi by O. Henry
- F. Total Effect
  1. The Jade Goddess by Lin Yutang
  2. By the Waters of Babylon by Stephen Vincent Benet

III. Resource Materials
- A. Books
  1. Adventures for Readers (Book 2), O'Daly, (Section I)
  2. Adventures in Appreciation, Cook, (Short Stories)
  3. Adventures in Reading, Ross, (Good Stories Old and New)
- B. Audio-visual Aids
  1. Tape-1970-C-25, Adventures in Appreciation, 4A
  2. Tape-Edgar Allen Poe read by Basil Rathbone
  3. Tape-1970-C-71, Fletcher and Poe
  4. Tape-Understanding and Appreciating the Short Story
  5. Transparencies on Plot, Tone, Character, Setting and Theme.

II. Poetry (2 cycles)

I. Objectives
- A. To enjoy poetry-illustrate that everyone can enjoy poetry in one of its forms
- B. To familiarize students with the names and works of as many poets as possible
- C. To allow students to experiment with writing poems
- D. To give the student experience in oral communication
- E. To help the student learn how to appreciate the creativity of others.
- F. To recognize the universal truths in poetry

II. Content

Comment: For several years there has been no attempt to structure the teaching of poetry. Therefore, students do not have to read the poetry in the book, although they may choose certain selections from the book if they so desire. Poetry books are brought into the classroom from the library, poetry books from the teacher's collection, and poetry books that the students wish to contribute while involved in the poetry unit. The poetry contract is included; this is the nucleus for the study of poetry.

III. Resource Materials
- A. Books
  1. Utilize card catalog in library
  2. Utilize personal poetry books
  3. Utilize books students would like to loan teacher for this unit.
- B. Audio-visual Aids
  1. Film: Poetry, The World's Voice, U of I
  2. Posters: Many posters related to poetry

IV. Activities

(Example of Poetry Contract, Utilized in spring of 1973)

Category A (Large Group Presentations)
1. Slide-Tape Poetry Program (AV Director will explain this activity in large group).
2. Read poems with appropriate music in the background.
3. Read original poetry with appropriate music in the background.
4. Play musical instruments (guitar, piano) and sing original songs.
5. Create puppets and present a puppet poetry show.
6. Read a ballad while other students pantomime in background.

Category B
1. Write original poems and place in booklet. Include pictures that match the mood or theme of the poem.
2. Read one poet's works. Write a paper to discuss your reaction to this poet and his work.
3. Select lyrics from songs and discuss the meaning the lyrics hold for you. (Present in small group).
4. Select poems and draw pictures that match the mood or theme of the poem. Place in booklet.

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5. Write a report on poetry tapes in resource center "Today's Poets".
6. Select one of the 6 items under Category A and present to small group.

Category C

1. Create a bulletin board.
2. Select a quotation from a poem and locate an appropriate picture. Place the line of poetry and the picture on construction paper.
3. Read poetry in text and take a test over content of poems.
4. Memorization of poetry (to be arranged with instructor).

SOPHOMORE ENGLISH

I. A Contract - Student must complete the following activities:
   A. One item under category A
   B. One item from category B
   C. One item from category C

II. B Contract - Student must complete the following activities:
   A. One item under category B
   B. One item under category C

III. C Contract - Student must complete the following activities:
   A. Two items under category C or
   B. One item under category B

I,_____, on the ____day of the _____month in the year of _____do state and swear that I will do the work sufficient to qualify for the grade of _____for the _____ unit of study in Sophomore English at North High School in and of the city of West Union and the state of Iowa. I understand that if my work is not sufficient for the contracted grade, I will receive a lower grade at the discretion of the instructor.* If my work is sufficient to qualify for a higher grade than I contracted for, I may tear up the existing contract and contract for a higher grade.

*If reason(s) for NOT meeting the contracted grade are due to illness, home problems, or other emergencies considered valid by the instructor, then provision will be made between the student and instructor to meet the necessary qualifications for the contracted grade.

_____ Student Signature

_____ Teacher Signature"

III. Nonfiction (2-3 cycles)

I. Objectives
   A. To understand the meaning of nonfiction
   B. To understand the types of nonfiction
   C. To create an interest in nonfiction
   D. To develop critical thinking

II. Content
   A. True Narratives
      1. Victory on Everest by Ullman
      2. R. M. S. Titanic by Baldwin
      3. Kon Tiki by Heyerdahl
   B. Articles
      1. The Riddle of the Kensington Stone by Henry
      2. Across The Sea of Stars by Arthur C. Clarke
      3. Sense and Nonsense About Space by DuBridge

C. Essays
1. Irtnog by White
2. My War With the Ospreys by Steinbeck
3. Insert Flap A And Throw Away by Perelman
4. My Financial Career by Leacock

D. Fables
1. The Dog In The Manger by Aesop
2. The Stupid Monkeys-Anonymous
3. What Happened to Charles by Thurber

E. Interviews
1. Spoken Wisdom by Frost

F. Biography
1. Louis Pasteur by Burlingame
2. Michelangelo by Ludwig
3. Socrates-His Life by Hagedorn
4. Socrates-His Death by Plato
5. Kamante by Dinesem
6. Windows For The Crown Prince by Vining
7. The Voice Of The Pools by Roy
8. Early Days by Twain
9. The Blue Jay Yarn by Twain
10. An Interview With Mark Twain by Kipling

III. Resource Materials
A. Books
1. Adventures For Readers (Book 2) ODaly
2. Adventures in Appreciation, Cook, Section on Nonfiction
3. Adventures in Reading, Ross, Section on Nonfiction

B. Audio-visual Aids
1. Tape Adventures in Appreciation, 4B, 1970-C-25

IV. Drama

I. Objectives
A. Each student should understand the importance of stage directions
B. Each student should be able to visualize the setting as they read
C. The teacher should provide an opportunity for students to recreate scenes from the play
D. The student should realize the differences between the novel and the play

II. Content
A. The Miracle Worker by Gibson
1. Understand the importance of determination in the play and in life
2. Realize the importance of the stage directions
3. Understand pantomime
4. Give students an opportunity to act in scenes
5. Understand motivation for character's interaction and relationship
6. Discuss Helen Keller's life

B. Julius Caesar by Shakespeare
   1. Discuss the following literary terms: blank verse, rhymed couplet, pun, soliloquy, aside, metaphor and simile
   2. Explain the Globe Theatre
   3. Discuss Shakespeare: the man and the author
   4. Define tragedy
   5. Use tapes as play is read

III. Resource Materials
   A. Film, Helen Keller, University of Indiana
   B. Film, Julius Caesar, University of Iowa
   C. Film, Julius Caesar:An Introduction
   D. Film, The Theatre, One of the Humanities, Area I
   E. Tape, Adventures in Appreciation
   F. Posters, Julius Caesar
   G. Puzzle, Julius Caesar
   H. Tyrone Guthrie Theatre, Minneapolis (once a year)
   I. Books, Study Guide for Julius Caesar (in file)
   J. Books, Study Guide for The Miracle Worker (in file)

V. The Adventures of Huckleberry Finn (2 cycles) Paperback

I. Objectives
   A. To help the student realize the timelessness of literature; to help him realize that life may change but that people remain basically the same and that evil continues to exist along with the good in man.
   B. To help the student understand the satire present in the novel
   C. To help the student realize that we should judge people as individuals, not as a race
   D. To help the student realize the change that takes place in Huck Finn as the novel progresses

II. Content
   A. Discuss satire
   B. Show through writing a problem (or problems) in the novel that are still relevant today
   C. Discuss depth of character's development
   D. Discuss various social classes
   E. Show how Twain's use of dialect is effective
   F. Give background material on Mark Twain

III. Resource Materials
   A. Books
      1. Afro American Authors by William Adams
      2. Afro American Fiction by Adams, Conn and Slepian
      3. Afro American Poetry by Adams, Conn and Slepian
      4. 1 Unipac

VI. Across Five Aprils
(2 cycles) Paperback

I. Objectives
- A. To help the student realize the timelessness of literature; to help him realize that life may change but that people remain basically the same, and that evil continues to exist along with the good in man.
- B. To realize that the problems Jethro faces are similar to the problems young people face today.
- C. To understand family relationships in the Creighton family.
- D. To consider problems the Creighton family faced as a result of the Civil War.
- E. To observe Jethro's mental and emotional growth as the novel progresses.

II. Content
- A. Determine major conflict of the novel
- B. Discuss novel by dividing into four elements: plot, character, setting, and theme.
- C. Use recording of "Patches", by Clarence Cater, and discuss similarities between Patches and Jethro. This can serve as a basis for writing assignment.
- D. Discuss irony in the novel
- E. Use discussion questions in small groups

III. Resource Materials
- A. Books
  1. The Many Faces Of The Civil War (Paperback copies)
  2. Unipac
- B. Audio-visual Materials
  1. Film, Developing Reading Maturity, U of I
  2. Film, The Mature Reader
  3. Record, Patches
  4. Transparencies: Civil War

VII. Alas, Babylon (2 cycles)
Paperback

I. Objectives
- A. Students should be aware of what an atomic war would do and what life might be like for survivors.
- B. Students should be aware of preparations that can be made.
- C. Student discussions concerning greed, cruelty, love and other emotions will cause students to think about men and their reactions in time of stress.
- D. Students will be aware of how people's values change.

II. Content
- A. The teacher should relate much of what happens in the novel to the student's lives.
- B. The significance of the title should be discussed.
- C. The students should discuss the impact "The Day" had on the characters. This can be a writing assignment.
- D. The students will discuss the characters. Are they three-dimensional characters or surface characters?
- E. The plot should be examined.
- F. The major theme should be isolated.

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III. Resource Materials
- A. Books
  1. On The Beach by Nevil Shute
  2. Hiroshima by John Hersey
- B. Audio-visual Materials
  1. Tape: Speaker Phone conversation with John E. Davis, head of Civil Defense (Pentagon Building) 1972
  2. Transparencies: Characters in the novel
  3. Film: In Time Of Emergence (Defense Civil Preparedness Agency, Washington, D. C. 20301)

VIII. Animal Farm
(2 cycles) Paperback

I. Objectives
- A. Students should have an understanding of why Orwell wrote Animal Farm and how his life motivated him to reject any totalitarian society.
- B. Students should understand Orwell's use of symbolism.
- C. Students should realize the importance of Orwell's setting.
- D. Students should realize the importance of Orwell's point of view.
- E. Students should be aware of Orwell's theme.

II. Content
- A. Totalitarianism
- B. Irony
- C. Satire
- D. Symbolism
- E. Third Person Point of View
- F. Theme
- G. Characters

III. Resource Materials
- A. Books
  1. The Shelter Trap (Satire)
  2. Unipac
- B. Audio-visual Materials
  1. Film: Animal Farm, Parts I and II, Univ. of Iowa
  2. Posters: Animal Farm
  3. Transparencies: Animal Farm

IX. Silas Marner
(2 cycles) Literature Book

I. Objectives
- A. The students should have some understanding of the values and ideas which comprise the content of Silas Marner and that these ideas and values are important.
- B. The student should realize and respond to the literary power of George Eliot in this classic.
- C. The student should see that in a well developed novel that characters affect the plot, and that as in life, when people and situations interact; the people change and situations change.

II. Content
   A. Theme
   B. Time of the novel and importance of setting
   C. Character development and effect on plot
   D. Quotations to open discussion. These quotations should relate to the novel. Some examples:
      1. "No man is an island unto himself."
      2. "Whatsoever a man soweth, that shall he also reap."
   E. Consider the differences between the 19th century novelist and the 20th century author.
   F. Develop in groups newspapers based on the novel.
   G. Develop vocabulary.

III. Resource Materials
   A. Books
      1. Ivanhoe by Sir Walter Scott (Paperback copies). This is available for those students who desire another 19th century novel.
   B. Audio-visual Materials
      1. Tape: Adventures in Appreciation (4-B)
      2. Tape: Understanding and Appreciating the Novel

GRAMMAR AND COMMUNICATION SKILLS, Grade 10

General Objectives

The student, after completion of sophomore English, will be able to:

Comprehend materials in the library and be able to use these materials

Appreciate and understand the history of our English language

Realize the importance of using English appropriately

Appreciate the importance of writing compositions legibly, clearly, and concisely

Understand the need for enlarging his vocabulary

BASIC TEXT: English Grammar and Composition 10
Warriner
Harcourt, Brace & World, Inc., New York 1965

I. Library Skills (2 cycles)

I. Objectives
- A. The student will know the location of the card catalog and understand its use.
- B. The student will know and will be able to identify the parts of a book.
- C. The student will know the location and purpose of the Reader's Guide and be able to use it.
- D. The student will know the location of the vertical file and will know its uses.
- E. The student will be aware of the various reference books and will know the purpose of each.

II. Content
- A. The card catalog
- B. The parts of a book
- C. The Reader's Guide
- D. The vertical file
- E. The reference books

III. Resource Materials
- A. Books
  1. English Grammar and Composition, Chapter 27
  2. Students will be introduced to the high school library by the librarian. She will instruct students on the location of books.
- B. Filmstrips
  1. Introducation to the Library, Parts 1, 2, and 3
  2. Introduction to the Card Catalog
  3. The Card Catalog
  4. Selected Reference Books-General
  5. Special Reference Books-Literature
  6. Using Reference Materials

IV. Activities

Comment: This unit should be the first unit of study each year because students are not familiar with the high school library, nor are they familiar with the location of resource materials in the library.
Reference books and the Reader's Guide from the library should be used. All students work in small groups with these materials.

II. History of the English Language (2 cycles)

I. Objectives
- A. To help students understand the growth and development of language.
- B. To help students realize how our language has changed.
- C. To help students see how language and society interact.

II. Content
- A. Old English Period
- B. Middle English Period
- C. Modern English Period

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III. Resource Materials
- A. Books
  1. English Grammar and Composition, Chapter 30
  2. The Treasure of Our Tongue by Barnett (23 paperback copies)
  3. The English Language by Cutler
  4. The History of the English Language by Milosh
- B. Audio-visual Materials
  1. Films, U of I
     a. History of the Indo-European Language
     b. English Language-How It Changes
     c. English Language-Story of Its Development
  2. Record: The Changing English Language/Folkways
  3. Poster: History of the English Language
  4. Transparencies: History of the English Language

IV. Activities

Comment: This unit is primarily dependent on lecture materials and audio-visual aids.

III. Composition (8-9 cycles)

I. Objectives
- A. The student should be concerned with saying something in his writing. His writing should have a point, a purpose, a reason for being.
- B. The student should be concerned with meaningful order. Each student should be concerned with each sentence coming in a definite place for a definite reason.
- C. The student should be concerned with supportive detail to reinforce his generalizations.
- D. The student should continue to be concerned with mechanics.

II. Content
- A. Emphasis
  1. On thought content
  2. On capitalization
  3. On simple punctuation
     a. End punctuation
     b. Comma
     c. Semicolon
     d. Colon
  4. Paragraph development
     a. Unity
     b. Variety
     c. Avoiding repetition
  5. Spelling
  6. Usage errors
     a. Agreement
     b. Case
     c. Verb usage
     d. Preposition/adverb choices, etc.
- B. General themes
  1. Descriptive
  2. Informative

III. Resource Materials

A. Books

1. English Grammar and Compositions, Chapters 5 through 17
2. Better Compositions, Shefter (Paperback) Chapters 1-8
3. Somewhere, Beyond Tomorrow, Unger and Peterson (Packet)

B. Audio-visual Materials

1. Films
   a. Building an Outline, WSU
   b. Building Better Paragraphs, WSU
   c. Writing a Good Paragraph, U of I
2. Filmstrip: A Program in Writing Awareness: Come to Your Senses
3. Transparencies
   a. Paragraph Development
   b. Usage

IV. Activities

A. Suggested Composition Topics

Comment: Sophomore compositions will be expressions of the student's own developed judgment and will relate to his own personal experience-including his reading.

1. Personal experience narrative. Each student will recall an event in his life and write about this experience. This assignment will cause him to think about things that have happened to him, and it will cause him to write about his life.
2. Character Sketch. Each student will consider people he knows well. From these people, he will select a subject he knows and begin to develop a character sketch. The writing should include the following:
   a. a physical description of the character
   b. a character description. This can be revealed by recalling an incident in which the character did something to reveal his nature.
   c. a meaningful order
   d. an effective beginning and ending.
3. Criticism of Prose. A theme which writers have examined for centuries is the achievement of self knowledge (an examination of his own strengths and weaknesses, values, and prejudices, aspirations and fears). Usually this self knowledge is achieved only after the person has undergone an ordeal which has forced him to re-examine his own values and those of the world around him.

   Directions: Write a composition in which you show how an author has dealt with this theme in a major work. Identify the work and the character you are writing about; be specific and thorough in your examination of the way the writer has developed this theme. You may need to refer to the action and setting, but you should concentrate on the changes in attitude which the character undergoes.
4. Use the teaching guide for Come To Your Sense. This is a filmstrip series that is a very effective program for the stimulation of writing. The program provides pictorial stimuli and causes the student to observe, to think, and to create.

LITERATURE, Grade 11

General Objectives

The primary objective of the literature portion of junior English is to expose the student to a variety of American literature, including the following forms:

Early American Writings

The Novel

Short Story

Poetry

Nonfiction

Drama

Upon completion of the literature portion of junior English, the student will have demonstrated his ability to:

Write coherently about the plot, theme, characterization, setting, etc., of any piece of fiction or nonfiction;

Discuss fluently the above elements of fiction and nonfiction;

Read and report (oral and/or written) on outside literature to the teacher's satisfaction

BASIC TEXT: Adventures in American Literature
Harcourt, Brace & World, Inc., 1963
Laureate Edition

I. Early American Writings (2 cycles)

I. Objectives
- A. Having read selected early American writings, the student will be able to discuss this type of literature as an entity and show knowledge (through oral and/or written discussions) of the differences between this genre and other American literature.

II. Content
- A. Early American Writings
  1. The Painted History of the Delaware Indians, "Our the Creation"
  2. Wm. Bradford, "The Landing at Plymouth"
  3. The Bay Psalm Book, "The First Psalm"
  4. The New England Primer, "Excerpt"
  5. Edward Taylor, "Meditation Six"
  6. Jonathan Edwards, from Sinners In the Hands of An Angry God
  7. Sarah Kemble Knight, from her Journal
  8. William Byrd, from A History of the Dividing Line

III. Resource Materials
- A. Films
  1. American Literature-Colonial Times, U of Iowa
  2. New England:Background for Literature
  3. The Westward Movement, Univ. of Wisconsin
  4. The Sea:Background for Literature, Area I

II. The Pearl (2 cycles)

I. Objectives
- A. Having read The Pearl, by John Steinbeck, the student will be able to discuss the following issues and values brought up in that work (oral or written).
  1. Treatment of "lower-class" people
  2. How greed affects all people
  3. Inter-relationships among people of a small town.
  4. Superstition among backward people.
- B. He will also show knowledge (oral or written) of Steinbecks unique style.

II. Content
- A. The student will read 15-20 pages each day and come to class prepared to discuss that portion of the novel.
- B. At random intervals, during this unit, the student will be quizzed over his knowledge of the content of the novel to date.
- C. At the conclusion of the unit, the student will take an essay test covering one or more of the objectives in part I.

III. Resource Materials
- A. Books
  1. John Steinbeck, The Pearl
- B. Audio-visual Aids
  1. Posters
     a. The Pearl (assorted posters)
     b. John Stenbeck
  2. Filmstrip: Steinbeck's America

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III. Giants in the Earth (7 cycles)

I. Objectives
- A. Having read Giants In the Earth, by Ole Rolvaag, the student will be able to discuss (oral or written) the following to the teacher's satisfaction
  1. Human relationships
  2. Norwegian superstitions
  3. Pioneer spirit
  4. Personality changes caused by the economic, religious and cultural privations suffered by the pioneers
  5. Rolvaag's poetic style
  6. Family life among the Norwegian pioneers
  7. Personality traits required of a successful pioneer
- B. The student will also be able to demonstrate knowledge of selected vocabulary words, their definitions and their correct use in sentences.

II. Content
- A. The student will read 25-30 pages each day and come to class prepared to discuss that portion of the novel.
- B. At random intervals during the unit, the student will be quizzed over his knowledge of the content of the novel to date.
- C. Incorporated in the quizzes over the content of the novel will be quizzes over the vocabulary words.
- D. At the conclusion of the unit, the student will
  1. Take a written essay test covering one or more of the objectives listed in part I.
  2. Take a vocabulary test demonstrating his knowledge of the definitions and usages of the vocabulary words
  3. Complete a project of his choice relating to the novel. (models, meals, drawings, etc.)

III. Resource Materials
- A. Books
  1. Ole Rolvaag, Giants In the Earth
  2. Standard dictionary
  3. Other novels by Rolvaag
  4. Biographical reference books
- B. Audio-visual Aids
  1. Posters: Giants In the Earth
     a. Prairie Dwellings (3)
     b. Sod Houses (3)

IV. The Child Buyer (3 cycles)

I. Objectives

Having read The Child Buyer, by John Hersey, the student will be able to perform the following to the teacher's satisfaction.
- A. Discuss the aspects of education brought out in the novel and the verisimilitude of these aspects to the way education really is.
- B. Discuss Hersey's opinion of the educational opportunities offered to the exceptional child today as opposed to those offered by a system such as United Lymphomilloid's.
- C. Discuss the worth of an individual to his family, to his friends and his community.

D. Analyze human motivations.
E. Analyze the structure of the novel and discuss its limitations and advantages.

II. Content
A. The student will read 25-30 pages each day and come to class prepared to discuss that portion of the novel.
B. At random intervals during the unit, the student will be quizzed over his knowledge of the content of the novel to date.
C. At the conclusion of the unit, the student will take an essay test covering one or more of the objectives in part I.

III. Resource Materials
A. Books
1. John Hersey, The Child Buyer

V. Cat's Cradle (2 cycles)

I. Objectives
A. Having read Cat's Cradle, by Curt Vonnegut, the student will be able to discuss the following (oral or written) to the teacher's satisfaction.
1. Satire in Cat's Cradle
2. The "canon" and terminology of the Bokonninist religion
3. Vonnegut's life and how it affected this and other works by the author.

II. Content
A. The student will read 25-30 pages each day and come to class prepared to discuss that portion of the novel.
B. At random intervals during the unit, the student will be quizzed over his knowledge of the content of the novel to date.
C. At the conclusion of the unit, the student will take an essay test covering one or more of the objectives in part I.

III. Resource Materials
A. Books
1. Curt Vonnegut, Cat's Cradle
2. Biographical reference books
3. Other novels by Vonnegut

VIII. The Short Story (4-6 cycles)

I. Objectives
A. Having read selected short stories, the student will be able to
1. Discuss (oral or written) the meaning of the story
2. Analyze the author's technique
3. Adequately complete quizzes covering the content of each selected work.
4. Discuss various literary terms (plot, characterization, setting, point of view, theme, etc.) and their meanings

II. Content (8-10 will be used)

A. Ray Bradbury, The Flying Machine
B. Conrad Richter, Early Marriage
C. Ernest Hemingway, Old Man at the Bridge
D. John Steinbeck, Flight
E. James Thurber, The Secret Life of Walter Mitty
F. Willa Cather, The Sculptor's Funeral
G. Stephen Vincent Benet, The Devil and Daniel Webster
H. Wallace Stegner, The Wolfer
I. Sinclair Lewis, The Hack Driver
J. Walter VanTilburg Clark, The Portable Phonograph
K. William Faulkner, Two Soldiers
L. Shirley Jackson, The Lottery
M. Washington Irving, The Devil and Tom Walker,
A Republic of Prairie Deep
N. Edgar Allan Poe, The Fall of the House of Usher
O. Nathaniel Hawthorne, Dr. Heidegger's Experiment
The Ambitious Guest
P. Wm. Kelley, The Poker Party
Q. Gwendolyn Brooks, You're Being So Good, So Kind
The Self-Solace
At the Burns-Coopers
R. Langston Hughes, On The Road

III. Resource Materials

A. Books
1. Afro-American Literature:Fiction, Adams and Slepian. Houghton Mifflin
2. Afro-American Authors, Houghton Mifflin

B. Films
1. Literature in America-The Short Story, Univ. of Ill.
2. Edgar Allan Poe-Background for Works
3. Occurrence at Owl Creek Bridge
4. Poe:A Visit With the Author
5. Tell-Tale Heart.
6. The Lottery, Univ. of Wisc.
7. A Discussion of the Lottery
8. Dr. Heidegger's Experiment
9. A Discussion of Dr. Heidegger's Experiment.
10. Washington, Irving, Area I

C. Filmstrip: William Faulkner

D. Tapes
1. Fletcher and Poe
2. Edgar Allan Poe, read by Rathbone
3. London:To Build a Fire
4. Understanding and Appreciating the Short Story
5. Poems and Tales of Edgar Allan Poe
6. Works of Poe

E. Records
1. London, To Build A Fire
2. Edgar Allan Poe, Vol. 4
3. Rathbone Reads Edgar Allan Poe, Vol. 1 and 2

F. Posters
1. Ernest Hemingway
2. Edgar Allan Poe
3. The Raven
4. Annabel Lee
5. William Faulkner
6. Nathaniel Hawthorne
7. Jack London

IX. Poetry (4-6 cycles)

I. Objectives
   A. Having read selected poems, the student will be able to
      1. Discuss (oral or written) the meaning of the poems
      2. Pick out examples of simile, metaphor, onomatopocia, personification, etc.
      3. Complete a project of his own choosing relevant to the study of poetry (compose a poem, read a poem, prepare a slide-tape presentation, etc.)

II. Content (15-20 will be used)
   A. Wm. Cullen Bryant, Thanatopsis
      To A Waterfowl
      I Broke the Spell That Held Me Long
   B. Edgar Allan Poe, To Helen
      The Bells
      The Raven
   C. Henry Longfellow, The Arsenal at Springfield
      The Ship of State
   D. Oliver Wendall Holmes, Old Ironsides
   E. John Whittier, from Snowbound
   F. Robert Frost, The Pasture
      Putting In Seed
      Nothing Gold Can Stay
      Out, Out--
      Mending Wall
      The Road Not Taken
      Stopping By Woods on a Snowy Evening
      Fire and Ice
      It Bids Pretty Fair
      The Death of the Hired Man
   G. Edgar Lee Masters, from Spoon River Anthology
   H. Vachel Lindsay, The Leaden Eyed
      The Eagle That Is Forgotten
   I. Elinor Wylie, Velvet Shoes
      Pretty Words
      The Eagle and the Mole
      Sea Lullaby
      Nonsense Rhyme
   J. Stephen Benet, Portrait of a Southern Lady
   K. Sara Teasdale, Barter
      The Long Hill
   L. James Johnson, The Creation
   M. Carl Sandburg, Nocturne in a Deserted Brickyard
      The People Speak
      Prayers of Steel
      The Harbor
      Fog
      Grass
      Chicago
   N. Edna St. Vincent Millay, Renascence
   O. E. E. Cummings, I Thank You God
      I Am A Little Church
      Sweet Spring
   P. Ogden Nash, Ring Out the Old...
   Q. Richard Armour, Babies
      Comment on Cows
      Argument
   R. Langston Hughes, As I Grow Older
      Dream Variation
      Ballad of the Landlord
      Children's Rhyme
      Motto
      Merry Go Round
      Crowns and Garlands
      Song For a Dark Girl
      Freedom Train
      Impasse
      The Negro Speaks of Rivers
   S. Gwendolyn Brooks, Medgar Evers
      We Real Cool
      Kitchenette Building
      The Crazy Women

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III. Resource Materials
- A. Books
  1. Afro-American Literature:Poetry. Adams, Conn, and Slepian 1970.
  2. Afro-American Authors. Adams, Houghton Mifflin
- B. Films
  1. Holmes, Emerson and Thoreau, Univ. of Ill.
  2. Longfellow, Area I
  3. Robert Frost, Univ. of Iowa
- C. Tapes
  1. Waring, The Creation (song)
  2. Gwendolyn Brooks Reading Her Poetry
  3. The Poetry of Langston Hughes
- D. Records
  1. The Poetry of Langston Hughes
  2. Gwendolyn Brooks Reading Her Poetry
- E. Posters
  1. Longfellow
  2. Carl Sandburg
  3. Robert Frost

X. Nonfiction (2 cycles)

I. Objectives
- A. Having read selected nonfiction, the student will
  1. Demonstrate knowledge of the content
  2. Demonstrate knowledge of nonfiction as a genre as opposed to other types of literature.

II. Content
- A. Ben Franklin, from his Autobiography, Sayings of Poor Richard.
- B. Patrick Henry, Speech in the Virginia Convention
- C. Thomas Paine, from The Crisis
- D. Thomas Jefferson, The Declaration of Independence, from The First Inaugural Address, A Portrait of Washington.
- E. Francis Hopkinson, The Battle of the Kegs
- F. Alexander Hamilton, Speech in Defense of the Constitution
- G. George Washington, from The Farewell Address, Letter to the Hebrew Congregation in Newport, R. I.
- H. Ralph Waldo Emerson, Compensation, Forbearance, Voluntaries III, Gifts, Selections from Emerson Essays.
- I. Henry David Thoreau, from Walden

XI. Drama (3 cycles)

I. Objectives
- A. Having read selected dramatic works, the student will
  1. Demonstrate knowledge of the content of the plays
  2. Demonstrate knowledge of drama as a genre as opposed to other types of literature.
  3. Read aloud one or more of the roles.

II. Content
- A. Eugene O'Neill, In the Zone
- B. Thornton Wilder, Our Town

III. Resource Materials
A. Films
1. Our Town and Our Universe, Univ. of Iowa
2. Our Town and Ourselves

XII. Miscellaneous Audio-visual Aids

I. Recordings
A. Tapes
1. Understanding and Appreciating the Novel
2. Adventures in Appreciation, 5A
3. Adventures in Appreciation, 5B
4. Steinbeck's The Red Pony
B. Records
1. Steinbeck's The Red Pony
C. Films
1. Literature of America:The Novel of the 19th Century, Univ. of Illinois
2. Word Building in Our Language
3. Literature Appreciation:Analyzing Characters
4. James F. Cooper, Area I
5. Literature Appreciation:Stories
6. Better Reading
7. Hiding Behind the Dictionary, Univ. of Iowa
8. American Literature:Early National Period, Univ. of Wisc.
9. Building an Outline
10. The Novel:What It Is, What It's About, What It Does
11. Reading Stories:Plots and Themes
12. The Realists
D. Posters
1. Poetry (To a Waterfowl)
2. Scarlet Letter (4 posters)
3. Small U. S. Literature map
4. Large U. S. Literature map
5. Quips and Quotes (150)
6. Old Man and the Sea (assorted posters)

COMPOSITION, Grade 11

General Objectives

The writer shall develop a particular viewpoint - in space and time as well as in attitude - and see his experience from a shifting point of view, changing his terms and outlook as he does so.

Each student shall experience some success in his writing.

The student shall communicate his ideas and impressions to his peer group rather than to his instructor. He shall be evaluated by both his peer group and his instructor.

The student shall learn that writing says something for someone.

The student through his writing in this course shall develop a style, however humble.

BASIC TEXT: None

I. Descriptive Writing

I. Objectives
- A. The student will develop a particular viewpoint and see his experience from a shifting point of view, changing his terms and outlook as he does so.
- B. The student will demonstrate knowledge of organization (spacial, chronological, etc.)
- C. The student will provide sufficient detail to present a clear and vivid picture.
- D. The student will choose the correct word or expression to develop his description.

II. Content
- A. Assignment I. Focus on Visual Detail
- B. Assignment II. Focus on Detail Perceived Through Other Senses:Seeing Without Eyes
- C. Assignment III. Focus on An Attitude:A Place Revisited
- D. Assignment IV. Focus On the Individual

III. Resource Materials
- A. Books
  - 1. Standard Desk Dictionary

II. Narrative

I. Objectives
- A. The student will narrate an event in which he was involved from a shifting point of view.
- B. The student will include the setting, action, thoughts and dialog relevant to the event.
- C. The student will choose the correct word or expression to narrate the event effectively.
- D. The student will organize the details of the event in chronological order.

II. Content
- A. Assignment V. Focus On a Conflict
- B. Assignment VI. Focus On a Conflict, Part 2.

III. Resource Materials
- A. Books
  - 1. Standard Desk Dictionary

III. Essay

I. Objectives
- A. The student will make a thesis statement, reinforce the statement with facts and then conclude the paper.
- B. The student will demonstrate knowledge of persuasive techniques.
- C. The student will eliminate superfluous words and expressions in the rough draft so that the final copy is correct and concise.

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II. Content
- A. Assignment VII. How Do I Relate To the Family or School?
- B. Assignment VIII. Letter To the Editor
- C. Assignment IX. Persuasion
- D. Assignment X. Reply To A Letter To the Editor

III. Resource Materials
- A. Books
  - 1. Standard Desk Dictionary
- B. Periodicals
  - 1. Des Moines Register
  - 2. Fayette County Union
  - 3. Oelwein Daily Register

IV. Formal Writing (6 cycles)
To run concurrent with other units

I. Objectives
To fulfill this particular requirement for this course, the student will be required to write a 2000-word research paper, complete with footnotes, outline, note cards and bibliography. He will accomplish this in a series of weekly assignments. The completed project will be due approximately 6 weeks from the beginning of the unit.

II. Content
- A. Selecting and limiting the subject
- B. Locating information about the subject:Preparing a working bibliography.
- C. Reading and taking notes
- D. Sorting the notes and outlining the paper.
- E. Writing the first draft, including footnotes.
- F. Writing the final draft, including footnotes, outline and final bibliography.

III. Resource Materials
- A. Books
  - 1. High School Library
  - 2. Heiserman Memorial Library
  - 3. English Grammar and Composition, Course 3, Warriner, Harcourt, Brace & World
- B. Films
  - 1. How to Write Your Term Paper, Area I
  - 2. The Library Story

ENGLISH, Grade 12 A

English 12 is offered at two separate levels of interest; (a) for the student who has expressed an interest in attending college and (b) for the student who has expressed interest in vocational-technical schools, military service, or job-seeking directly after high school.

English 12A endeavors to develop an interest in our literary forms and our literary heritage. Provision is made for continued wide reading in various genres of both older and modern literature. Special emphasis is placed on being able to analyze critically the world literature selections in the forms of short stories, essays, poetry, drama, and the novel. It is expected that the student will gain confidence in himself by identifying himself with the literature he reads.

The 12th grade emphasis for group 1 (college bound) will be the unification of skills and experience gained by students in previous grades. Provision is made for continued wide reading of major works in various genres of both older and modern literature, in order to provide a firm basis for future study.

I. Short Stories (5 cycles)
II. Drama (6 cycles)
  A.Oedipus Rex
  B.Macbeth
  C.The Old Lady Shows Her Medals
III. Essays (3 cycles)
IV. Poetry (6 cycles)
V. Novels (10 cycles)
VI. Literature Around the World (5 cycles)
  A.Selections from the East,
  B.Scandinavia
  C.Europe
  D.British Isles

- Optional Units (can be used as in-depth independent study)
  A.18th century
  B.Romantic Unit
  C.Victorian Period
  D.Puritan Period
  E.Chaucer
VII. Field Trips
  A.Guthrie Theater, Minneapolis: students attend one drama each year.
  B.Iowa Arts Council, Touring Programs
    Plays: Luther, Wartburg, U. I. C. (as opportune and feasible).

English, Greek, Scandinavian, Russian, Latin American, Afro-American and continental literature will be studied. Common readings include Greek drama and philosophy, Shakespeare, Milton and Chaucer, but there will be ample opportunity for individual study of other writers because of the many optional assignments. Since outside reading will be a major part of the course, each student will be expected to schedule conference time with the instructor to discuss independent reading assignments.

Each student will select to study in-depth an area of his own choosing. This area may not be in the category of required units but must be from the optional units or the supplementary suggestions.

WORLD LITERATURE, Grade 12A

General Objectives

Given the different kinds of literary movements, i. e., Romanticism, Realism, Naturalism, Symbolism, etc., the student will define each one and give examples of dramas, poems, stories, and novels from all countries studied, that represent each one of these movements.

Given a list of world authors studied, the student will be able to:

1. Place each in his or her own country
2. Place each in his or her own time
3. Identify the style of each writer and compare him with a writer of another country who belongs to the same time, movement, and style.

Given a list of dramas, poems, stories, and novels from all countries studied, the student will be able to trace the history of each from its beginning to the present day.

Given any drama, poem, story or novel from the World Literature studied, the student will be able to analyze the literary aspects of it, i. e., plot, rhythm, climax, style, setting, mood, philosophy, etc.

Given some of the literary works of one of the countries studied, the student will be able to trace one particular national characteristic throughout.

BASIC TEXT: The World Through Literature
Cook, Loban, Campbell and Stauffer
Harcourt, Brace & World, Inc.

I. Short Stories

I. Objectives
- A. Plot Development
  1. Given a short story, the student should be able to identify the conflict involved in the story. (Man vs. Society, Man vs. Himself, Man vs. Nature).
  2. Given a particular story, the student will be able to identify the exposition, incentive moment, conflict, technical climax and denouement of the story.
- B. Character Analysis
  1. Given a particular story, the student must be able to point out examples of how a person's character is developed by each of the following methods--physical description, actions, words and thoughts, and other people's words and thoughts.
  2. Given a list of adjectives the student must be able to pick out which adjectives describe a given character and present evidence from the story to support this.
- C. Theme
  1. Given two short stories with similar themes, the student will be able to compare and contrast the interpretation of the theme.
  2. Given a short story containing conflicting points of view among students, the student will be able to discuss his point of view in a well organized essay with supporting evidence from the story and from life.
- D. Reading for the Whole Effect
  1. Given a short story the students will be able to identify point of view, tone and symbolism, and discuss how they relate to the impact of the whole story.

II. Content
- A. Analyzing the differences between Victorian short story writers and modern writers.
- B. Discussing the stories with special emphasis on theme and author's purpose.
- C. Noting the use of satire and irony in plot development.
- D. Watching for consistency of characterization of characters.
- E. Identifying the relationship of characters to life.
- F. Analyzing the structure of the short story.
- G. Understanding the conflict in the story.
- H. Identifying the point of view in the story.

III. Resources
- A. The English Tradition:Fiction, Macmillan
- B. Short Stories, Collection for high school students, Oxford Book Company
- D. Designs for Reading Short Stories, Jane Ball
- E. Afro-American Literature, Adams-Conn
- F. The Short Story and The Oral Tradition, Sherr
- G. The Bill, Bernard Malamud
- H. An Outpost of Progress, Joseph Conrad
- I. The Boarding House, James Joyce
- J. The Fly, Katherine Mansfield
- K. The Horse Dealer's Daughter, D. H. Lawrence

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L. Silent Snow, Secret Snow, Conrad Aiken
M. The Outstation, W. Somerset Maugham
N. Death of a Travelling Salesman, Eudora Welty
O. Short Stories for Free Reading Unit by:
   1. Bjornstjerne Bjornson
   2. Anton Chekhov
   3. Anatole France
   4. Graham Greene
   5. Franz Kafka
   6. Thomas Mann
   7. Katherine Mansfield
   8. Guy de Maupassant
   9. Sean O'Faolian
   10. Saki (H. H. Munro)
   11. Leo N. Tolstoy
   12. John Updike
   13. Bernard Malamud
   14. Joseph Conrad
   15. James Joyce
   16. D. H. Lawrence
   17. Conrad Aiken
   18. W. Somerset Maugham
   19. Eudora Welty
P. Unipac, What Is Symbolism?
Q. Oral Interpretation of Fiction, Thompson-Fredericks
R. The Scope of Fiction, Cleanth Brooks

II. Drama

I. Objectives
   A. Literary Aspects
      1. In reading a play, students will concentrate on and identify literary characteristics (characters, plot development, setting, theme, dramatic devices).
      2. After a study of examples of Elizabethan, television and comtemporary plays, students will be able to recognize characteristics of these types of drama in other works.
      3. After a study of a play, the student will be able to understand the difference of emotional response by different characters to a similar situation.
      4. After tne drama unit the student will be able to
         a. Enjoy real drama
         b. See clearly the opposing forces
         c. See how self-realization is gained as a result of the experience with drama
         d. Understand the placement of individual scenes and their relationship to the whole.
      5. Shakespearian Tragedies
         a. After reading and discussing the play--the student will locate by act and scene number the point in the play at which the following structural elements are found:
            (1) The introduction of the conflict
            (2) The introduction of subplots
            (3) The critical or turning point
            (4) The technical climax
            (5) The denouement
         b. The student will establish as nearly as possible from background reading and references in the play, the physical, historical and social setting of the play.

c. The student will analyze the important characters by pointing out specific actions, speeches by the character, and speeches about the character that indicate the following characteristics:
   (1) The identity and position of the character in his society.
   (2) The character's attitudes toward others in his society
   (3) The character's belief or lack thereof in the moral laws of his society.
   (4) The protagonist's chief fault--or tragic flaw--as contrasted with his desirable traits.

d. The student will derive and state in his own words a central theme and relate this theme to the themes of Greek and Shakespearian tragedies on the basis of the following criteria:
   (1) The presence of evil in the world as revealed through characterization, theme and plot
   (2) The use of the element of the supernatural as exemplified through prophets or supernatural beings
   (3) The relative importance of fate, destiny, or providence and its working out through situation and character
   (4) The moral and ethical codes either expressed or implied by the actions and fates of the characters

II. Drama, Oedipus Rex

II. Content
- A. Antigone
  - 1. Background material on Oedipus
    - a. Characters
    - b. Setting
    - c. Antecedent action
    - d. Conflict
    - e. Structure of play
- B. Sophocles and his time
  - 1. Concepts of Greek thought
  - 2. Life of Sophocles
- C. Greek theater
  - 1. Origin
  - 2. Subject matter
  - 3. The theater
  - 4. Aristotle's concept of tragedy
- D. Structure of tragedy
  - 1. Prologue
  - 2. Chorus
  - 3. Episode
  - 4. Exodus
- E. Activities and experiences
  - 1. Recognizing the tragedy as brought about by Oedipus's decisions.
  - 2. Explaining the saying that Oedipus is "Modern and timeless"
  - 3. Recognizing the purpose of the chorus in the Greek play
  - 4. Giving examples of dramatic irony
  - 5. Recognizing the tragic flaw of Oedipus
  - 6. Reporting on topics pertinent to the play
    - a. History of Greek Drama
    - b. Description of Greek Theater
    - c. Life of Sophocles
    - d. Early history of drama.

III. Resources

A. Arnott, Oedipus the King and Antigone
B. Lecture "Greek Drama"
C. Films
   1. The Characters of Oedipus
   2. Oedipus Rex's Man and God
   3. Plato's Apology
   4. Aristotles Ethics
D. Mimeographed guide sheet, Oedipus Rex
E. The Tragic Hero:A Study in Depth - Oedipus Rex, Unipac
F. Posters
G. Life Reprint, Greece, The Birth of Reason
H. Filmstrip, Oedipus

II. Drama, Elizabethan Period (background for Macbeth)

II. Content

A. Age of Elizabeth
   1. Elizabeth the Queen
   2. Globe Theater
   3. Ben Jonson
   4. Christopher Marlowe
   5. Shakespeare, the playwright
   6. Shakespeare, the poet
   7. Francis Bacon

B. Literary terminology
   1. Drama
      a. Comedy
      b. Tragedy
   2. Blank verse
   3. Iambic pentameter
   4. Lyric
   5. Meter
   6. Spenserian stanza
   7. Sonnet
      a. Elizabethan, Shakespearean, or English
      b. Italian or Petrarchan
   8. Sonnet sequence
   9. Epigram

C. Forerunners of drama
   1. Mystery plays
   2. Miracle plays
   3. Morality plays
   4. Interludes

D. Discussing the relationship of England to the rest of the world
E. Visualizing the theater of the period in order to understand the problem of staging and acting.
F. Showing the influence of Elizabeth on her time.
G. Discussing development of the sonnet
H. Recognizing Shakespeare's place in the development of the drama.

III. Resources

A. Books
   1. Adventures in English Literature
   2. Selections from the works of authors:
      a. Edmund Spenser
      b. Christopher Marlowe
      c. Sir Walter Raleigh
      d. William Shakespeare
      e. Ben Jonson
      f. Francis Bacon

B. Audio-visual Aids
   1. Film, Macbeth
   2. Posters, complete set
   3. Records
      a. Macbeth
      b. Romeo and Juliet

C. Special reports
   1. Life of Shakespeare
   2. Reign of Elizabeth
   3. Globe Theater
   4. Development of the theater
   5. Forerunners of the drama

D. Life Reprints
   1. Shakespeare On the Modern Stage
   2. Shakespeare at 400

E. Supplementary Readings
   1. Camus, The Plague
   2. Dostoyevsky, Crime and Punishment
   3. Faulkner, The Unvanquished
   4. Melville, Moby Dick
   5. Salinger, Franny and Zooly
   6. Steinbeck, Of Mice and Men
   7. Wharton, Ethan Frome
   8. Hardy, Jude the Obscure

(good choices for book reviews affording the opportunity to make an anology with Macbeth)

II. Drama, Macbeth

I. Objectives

By teaching Macbeth in grade 12, the students will obtain the following understandings.

A. An understanding of witches' prophecies, spirits, and Banquo's ghost and the part they play in this tragedy.
B. An understanding of the placement of individual scenes and their relationship to the drama as a whole.
C. An understanding of the conscience at work in this tragedy and the complicated interplay of motives.
D. An understanding of the relationship of the tragic flaw to the tragic hero and how this leads through several stages to the final deterioration of Macbeth.
E. An understanding of the dramatic device of using the natural elements to reflect human characteristics--the relation of nature to human emotions.
F. An understanding of the difference of emotional response by different characters to a similar situation.
G. An understanding of irony and the part it plays in this tragedy.
H. An understanding of the value of comedy to a tragedy.

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I. An understanding of the intricate workings of the Elizabethan Theatre and how Shakespeare adapted to it.
J. An understanding of importance of atmosphere in this tragic drama.

By carefully stressing the above understandings, the student will learn that the complexity of a drama such as Macbeth can be reduced by careful analyzation of its individual parts. Likewise, the student must realize that the whole of a drama is no more than careful manipulation of each individual stage direction, speech, scene, aside, etc.

II. Content
- A. Characterization
  1. Macbeth, Lady Macbeth, Banquo, Macduff
  2. Reversal of character in Macbeth and Lady Macbeth
  3. The use of blood, fear, supernatural
- B. The purpose of the witches
- C. The plan of the play
- D. Shakespeare's concept of tragedy - a symbol of Man on the stage of the world
- E. The soliloquies
- F. The imperfection of the play - the inconsistent antagonist (Banquo-Macduff)

III. Resources
- A. Records
  1. Macbeth
  2. Ages of Man
  3. Themes of Macbeth
- B. Tapes: Macbeth
- C. Films
  1. Macbeth:Politics of Power
  2. Macbeth:The Secret'st Man
- D. Macbeth Syllabus

IV. Activities
- A. Developing concepts of drama
- B. Identifying the characteristics of this form of dramatic art
- C. Recognizing the structure of the drama
- D. Discovering the conflict in drama
- E. Recognizing the drama as written to be acted and spoken
- F. Studying drama's power to induce emotions
- G. Learning to identify the atmosphere
  1. Situation
  2. Setting
  3. Choice of words
  4. Colors and lighting
- H. Studying character development
- I. Analyzing the character of Macbeth
- J. Understanding
  1. Macbeth's imagination
  2. Dagger
  3. Invisible ghost
  4. The witches
  5. Consequences of killing Duncan
- K. Finding evidence of dramatic irony
- L. Recognizing the part the supernatural plays in Macbeth
- M. Analyzing the purpose of using prose and poetry in dialogue
- N. Learning to differentiate between Elizabethan concepts and the concepts of the historical period of the play

O. Participation in small group discussions to analyze phases of the drama
P. Use of oral reports on aspects relating to the drama
Q. Consideration of British contributions to the development of drama
R. Identification of other important British dramatists

II. Drama, The Old Lady Shows Her Medals

I. Objectives (see same for Drama on pages 137-138

II. Content
- A. Recognizing Barrie's method of talking to the audience through stage directions
- B. Recognizing class distinction at work among the common people
- C. Noting the satire in the charwomen's lives
- D. Identifying the humor mixed with pathos in Act I
- E. Discussing the importance of the Irish revival
- F. Ascertaining Synge's place in the Irish revival and in Irish literature.
- G. Pointing out qualities of tragedy in the vignette
- H. Barrie's use of detailed stage directions
- I. Social criticism
- J. Terms
  1. Satire 2. Humor 3. Pathos
- K. The revival or Irish culture
- L. The Abbey Theater in Dublin
- M. The importance of John Millington-Synge
- N. The sharp focus on tragedy
- O. The use of foreshadowing, suspense, uncertainty

III. Resources
- A. Tape: The Old Lady Shows Her Medals

IV. Activities
- A. Reports
  1. James Barrie 2. Characteristics of Barrie's writing
- B. Writing a theme: A scenario of the play
- C. Reporting on
  1. Celtic Renaissance
  2. Irish Free State
  3. William Butler Yeats
  4. Abbey Theater of Dublin
  5. Sean O'Casey
  6. Lady Gregory
- D. Plays(available for optional reading on the drama unit)
  1. Riders to the Sea
  2. Bright Morning
  3. The Veldt
  4. An Enemy of the People (Arthur Miller's Adaption)
  5. Up the Down Staircase
  6. Apollo of Bellac
  7. One Flew Over the Cuckoo's Nest
  8. The Applicant
  9. Loneliness of the Long Distance Runner
  10. The Effect of Gamma Rays on Man-in-the-Moon
  11. Marigolds
  12. R. U. R.
  13. Antigone
  14. The Glass Menagerie
  15. Raisin in the Sun

III. Essay

I. Objectives

The student will be able to

A. Write a thesis statement and construct a functional outline which is clearly the framework for a theme which he composes in a classroom situation.

B. From a given number of selections, recognize and identify with 80 percent accuracy the basic types of formal composition:

a. example comparison and/or contrast classification definition argument persuasion analysis

C. Organize and write, upon request for a specific type, at least four of the above-listed types of formal compositions to the satisfaction of the instructor.

D. Delineate to the satisfaction of instructor, by oral or written discussion or by presenting examples of each, the difference in formal and informal (familiar) essays.

E. Write an informal essay that entertains, informs, and holds the interest of his classmates.

F. Analyze a number of essays to arrive at a workable definition of style involving such criteria as sentence structure and arrangement, diction, imagery, figurative language, and transitional devices.

II. Content

A. Noting the use of literary devices in the essay

B. Discussing the significance of the topics considered by the writers "The world can never be learned by learning its details." Emerson

C. "Friendship is not words but meanings.: Thoreau

D. Analyzing and comparing philosophies of nature of man, his worth, his values and his beliefs as seen in his works.

E. Making application of philosophies to own thinking.

F. Noting the tone and the style of American essays in dignity of expression and logical development of thought.

G. Recognizing Thoreau's use of Biblical allusions and historical and literary references.

H. Deciding merits or deficiencies in arguments in "Civil Disobedience:

I. Making personal applications from Emerson's essays

III. Resources

A. Benchley: Chips Off the Old Benchley; Benchley Roundup

B. Hamelin: Great Essays by Nobel Prize Winners

C. Hamilton: Selections from the Federalist

D. Lindeman: Basic Selections from Emerson (Mentor)

E. Smart: Eight Modern Essayists

F. Nye: Modern Essays

G. Simon: Ethnic Writers in America

H. Baum: Designs in Nonfiction

I. Disch-Schwartz: Hard Rains

J. Macmillan: English Tradition-Nonfiction; Currents in Nonfiction

K. Peterson: Great Essays

L. Spoehr: Essays on Science

M. Shaw: American Essays

IV. Activities

A. Discuss

"Friendship", "Manners," "Gifts," and/or "Self-Reliance."
Explain any of Emerson's maxims or statements
What is a non-conformist? Was Thoreau a non-conformist?
What is the simple or good life for Thoreau? For me?
Explain or justify the idea, "I went to the woods to live deliberately..."
Comment on "You can give advice but you can't give conduct." Emerson
Compare Franklin's and Emerson's maxims, Is the "unexamined life" worth living?
How does a person examine his life?
Reading examples of types of essays
Observing the characteristics of the essay.

IV. Poetry

I. Objectives

A. Introduction to poems

1. Given poems students will be able to identify the following
   a. Author's subject
   b. Author's intent
   c. Effect of rhythm
   d. Effect of sounds
   e. Use of figurative language
   f. Narrative or lyric
2. Using the above criteria, the student will be able to analyze poems that appeal to him.

B. Identification of narrative and lyric

C. Form

1. Stanzaic patterns
   a. Given selections of stanzas or complete short poems, the student will label each selection according to its over-all stanzaic pattern as determined by the number of lines, their relative length and the rhyme scheme. Examples of such identifiable patterns might be the ballad, the sonnet, the Spenserian stanza, Terza Rima, blank verse, and the heroic couplet.
2. Poetic devices
   a. Given poems containing examples of the poet's use of common poetic devices, the student will identify by quoting and labeling such devices as alliteration, onomatopoeia, personification, assonance, hyperbole, metaphor and simile.
3. Meter
   a. Given a stanza of a poem or a short poem, the student will scan the lines to determine the predominant rhythmic pattern. Such meter would be identified by labeling
      (1) The kind of foot
      (2) Line length

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D. Exegesis
   a. As an over-all objective of the study of poetry in English Literature, the student will write a short but comprehensive paper analyzing a poem through a consideration of its form, poetic devices, meter, classification, and content and theme. In writing this paper, the student will illustrate through line reference or quotation how each aspect of the poem contributes to its over-all effectiveness.
   b. See writing assignment, Analysis of a Poem, in Composition 12A on page 170

II. Content
   A. Determining its purpose and tone, its apparent meaning and philosophy (if any). Determine the significance of the title and its relationship to the idea or dominant impression of the poems.
   Does the poem convey an idea? Paint a picture? Play with sounds? Convey mood or emotions? Tell a story? Alone or in combinations?
   B. Determine how the poem achieves its effects:
      1. Structure
         Type (lyric, epic, narrative, etc.)
         Arrangement of stanzas, pictorial effect on the page
         Use of contrast
         Nature of progression (e. g. concrete to abstract, more emotional to more rational, etc.)
      2. Sound effects and rhythms (motion)
         Rhyme
         Refrain
         Metric patterns and variations
         Alliteration, assonance, consonance
      3. Imagery, figurative language, symbolism
         Kinds of sense appeals
         Dominant metaphor?
         Overtones - inter-relationship of images?
         Implied or suggested meanings
      4. Additional aspects
         Irony
         Allusion
         Satire or humor
         Ambiguity
         Novel or shock effects
   C. Reread the poem and reconsider its various levels of meaning.
   D. Evaluate its overall effectiveness, esthetic value.
   E. Study of specific poetry forms
      1. Art Ballads
         a. Wordsworth: Lucy Gray
         b. Yeats: Ballad of Molly Magee
         c. Keat's: La Belle da Merci
         d. John Donne: Song
         e. Donne: A Valediction Forbidding Mourning

2. Sonnets
   a. Shakespeare, No. 65
   b. Donne: Holy Sonnet 9
   c. Wordsworth: It Is a Beateous Evening
   d. Frost: Once by the Pacific
   e. Milton: On His Blindness
   f. Ciardi: Sonnet for Robert Frost but not About Him.
3. Lyric-dramatic-dramatic-Lyric
   a. Shakespeare: Sonnets
   b. Keats: Ode to a Nightingale
   c. Browning: My Last Duchess
   d. Eliot: The Love Song of J. Alfred Prufrock
   e. Tennyson: Ulysses
   f. Browning: Andrea del Sarto
4. Verse-Narrative
   a. Pope, The Rape of the Lock
   b. Keats, The Eve of St. Agnes
5. Ode
   a. Wordsworth, Intimations of Immortality
   b. Keats, Ode on a Grecian Urn
   c. Shelley, Ode to a Nightingale

III. Resources
   A. The World Through Literature
   B. The Experience of Literature
   C. Adventures in English Literature
   D. Afro-American Literature - Poetry
   E. Mexican-American Literature Anthology Songs and Dreams - J. A. Flores
   F. Reading Modern Poetry - Engles
   G. Understanding Poetry, Brooks
      1. Sound and Sense, Perrin
      2. Introduction to Poetry, Knapp
   H. Patterns in Poetry, Brown-Milstead
   I. Designs in Poetry, Peterson
   J. Currents in Poetry, Peterson
   K. Ethnic Writers in America, Simon
   L. Recordings
      1. Dylan Thomas
      2. T. S. Eliot
      3. John Betjeman
      4. W. H. Auden
      5. Langston Hughes
      6. Richard Wilbur
      7. John Milton's Paradise Lost, 2 tapes
      8. Today's Poets, Vol. I Hall, Simpson, Langland, Francis
      9. Vol. II Miles, Stafford, Swenson, Wagoner
      10. Vol. III Levertov, Greeley, Wright, Ignatow
      11. Vol. IV Booth, Rich, Snyder, Hayden
      12. Vol. V Bly, Kinnell, Benedikt, Logan
      13. Sonnets of Elizabeth Browning
      14. Works of Robert Browning
         a. The Bishop Orders His Tomb
         b. Andrea deSarto
         c. Fra Lippo Lippe
      15. John Donne, Love Poems
      16. Miller and Millay, Works of

M. Filmstrips:
1. Eve of St. Agnes
2. Paradise Lost
3. Brecht #1, Of Poor B. B.
4. The Eternal Student
Conversation in Exile
On Wall
4. Brecht on Brecht #2 - To the Next Generation
The Mask of Evil
The Jewish Wife
Envoi
5. Dylan Thomas, Readings by
6. Lotte Lenya, The Stories of Kafka
7. Festival Poetry, 12 contemporary poets and their works
8. Johnson, The Crucifixion
9. Omar Khayyam
a. Rubaiyat
b. Sohrab and
Rustum
10. Pope, The Rape of the Lock

N. Films
1. W. B. Yeats, A Tribute
2. Yeat's Country
3. Elegy Written in a Country Churchyard
4. Poems of Tennyson and Browning
5. Paul Lawrence Dunbar, American Poet

O. Golden Treasury of Milton, Keats, Shelley
1. On the Late Massacre in Piemont
2. On His Blindness
3. L'Allegro
4. Il Penseroso
5. At a Solemn Music
6. Ode to the West Wind
7. On First Looking Into Chapmen's Homer
8. La Belle Dame sans Merci
9. The Terror of Death
10. Ode to a Nightingale
11. Ode to Autumn
12. Lines to an Indian Air
13. Love's Philosophy
14. Ozymandias of Egypt
15. To a Skylark

P. Poetry of Browning
1. The Bishop Orders His Tomb
2. Andrea del Sarto
3. Fra Lippo Lippi

Q. Katherine Cornell - Anthony Quayle
1. Sonnets from the Portuguese
2. The Three Love Scenes

IV. Activities
A. Discussing themes or main ideas of poems
B. Comparing a poet's attitude toward death
C. Analyzing a poet's attitude toward society
D. Comparing the poets' attitude toward war
E. Comparing the techniques used in a poem
F. Recognizing differences in modern poetry from other poetry studied.
G. Applying principles of poetry explained in lecture.

H. Reading and discussing poems in text
I. Discussing questions in study guide
J. Reading poetry in class for appreciation and interpretation (poems from supplementary texts)
K. Recognizing the differences between prose and poetry.
L. Paraphrasing poems orally.
M. Recognizing devices of imagery and literary techniques
N. Recognizing the importance of listening to the reading of poetry for appreciation.
O. Identifying the figures of speech in poetry
P. Writing a paraphrase
Q. Writing poems in prose
R. Reporting on poets' lives as they influenced their writing.
S. Reporting on topics related to the period
   1. World War I
   2. World War II
   3. Depression
   4. Machine Age

V. Selections to choose from for independent work
A. Blake
   1. The Lamb
   2. The Clod and the Pebble
B. Burns
   1. Sweet Afton
   2. The Banks o'Doon
   3. John Anderson My Jo
   4. Bannockcurn
   5. To a Mouse
   6. To a Louse
   7. Tam o'Shanter
C. Goldsmith
   1. Elegy on the Death of a Mad Dog
D. Coleridge
   1. Rime of the Ancient Mariner
E. Wordsworth
   1. She Dwelt Among the Untrodden Way
   2. Tintern Abbey
   3. We Are Seven
   4. The Tables Turned
   5. Lines Written in Early Spring
F. Byron
   1. The Destruction of Sennacheri
   2. The Prisoner of Chillon
   3. She Walks in Beauty
   4. Apostrophe to the Ocean
G. Keats
   1. Ode on a Grecian Urn
   2. Ode to a Nightingale
   3. On First Looking into Chapman's Homer
H. Shelley
   1. The Cloud
   2. To a Skylark
   3. Ode to the West Wind
   4. Ozymandias

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I. William Wordsworth
   1. She Was a Phantom of Delight
   2. Composed Upon Westminster Bridge
   3. London, 1802
   4. The World Is Too Much With Us
   5. Intimations of Immortality
   6. My Heart Leaps Up

J. Samuel Coloridge
   1. Kubla Khan

K. Charles Lamb
   1. Old China

L. Sir Walter Scott
   1. My Native Land
   2. Proud Maisie

M. Robert Southey
   1. Battle of Bienheim

N. Other suggested authors
   1. Rupert Brooke
   2. Walter de la Mare
   3. T. S. Eliot
   4. Wilfred Wilson Gibson
   5. A. E. Housman
   6. John Masefield
   7. Alfred Noyes
   8. Stephen Spender
   9. Dylan Thomas
   10. William Butler Yeats
   11. Rod McKeen
   12. Richard Wilbur
   13. Wystan Hugh Auden
   14. James Dickery
   15. Langston Hughes
   16. Kenneth Fearing
   17. Stanley Koehler
   18. Robinson Jeffers
   19. Siegfried Sassoon
   20. G. K. Chesterton
   21. Dorothea MacKellar
   22. Siegfried Sassoon
   23. W. H. Auden
   24. Henry Reed
   25. Sidney Keyes
   26. John Betjeman

O. Robert Frost, Mending Wall

P. Hearst, The Fence Row

Q. Kahil Gibran, Rain
   Flower

V. Four English Novels

I. Objectives
   A. Given novels, the student will be able to compare and contrast them.
   B. After reading a novel, the student will be able to place it within one of the following categories: fantasy, verisimilitude, historical, and non-fiction novel. Novels as examples in these areas: Fantasy; Dandelion Wine; War of the Worlds; Lost Horizon; Verisimilitude; Rebecca; Huckleberry Finn; Don Camillo; Dom Sequndo; historical: The Robe; Non-fiction: In Cold Blood.
   C. Given a specific novel, the student will be able to relate how the elements of plot, character, theme, point of view, setting, tone and symbolism relate to the impact of the whole novel.
   D. Given a novel, the student will be able to identify the major conflicts, identify subplots, type of organization. (random, chronological, episodic, flashback).

II. Content. Four English Novels

The following will be the basis for the four novels read. Each of the 3 groups of English 4 will be sub-divided into four small groups. Each small group will read one of the four novels and present a panel to his group following study guide questions over the novel.

A. The work is read outside of class. This is done over a span of from one to two weeks. During this period little additional homework is given. Emphasis, rather, is placed on such in-class activities as grammar review and short compositions. Some of these short compositions might deal with various aspects of the problem or problems to be encountered in the work in question. Also during this time a student report on the author's life is worthwhile, as well as one or two indroductory lectures by the teacher to stimulate interest in the work and its implications.

B. A comprehensive objective test is given. This test serves to insure a complete reading of the work. There is little doubt that a detailed analysis of a work demands a complete reading as a prerequisite.

C. A 600-1000 word theme is written outside of class. This assignment is made when the students begin reading the work. The subject of the theme is the student's responsibility and must treat some one aspect of the work (narrative technique, symbolism, foreshadowing, philosophical concepts, suspense). This assignment must be tailored to the individual class, or to the individual student if there is no grouping. Along with the objective test, the theme assures a somewhat close reading of the work and prepares the students for an intelligent discussion.

D. The work is discussed in detail in small groups for as many days as necessary. Each day's discussion is preceded by the handing out of questions to be thought about or perhaps answered in writing by the students. Such questions will require another and penetrating reading of some sections of the work and will help to bring about maximum participation the following day.

E. An essay-type test is given, covering the discussions of the work and also its relationship to previous literature studied.

III. Resources

A. Four English Novels
   1. Pickwick Papers
   2. Pride and Prejudice
   3. A Secret Sharer
   4. Return of the Native

B. Posters

C. Life Reprint, The Art of Reviewing

SUGGESTED OUTLINE FOR PANEL'S DISCUSSION OF NOVELS

Leader announces the title, author.

1. What preparation or experience did the author have to write such a book?
2. What type is the book?
   a. Character novel
   b. Historical novel
   c. Social problem novel
   d. Sentimental novel
   e. Adventure story
   f. Local color novel
3. What is the period of the Novel? Discuss the setting.
4. Who is the leading character? What is the struggle for?
5. Is there a villain in the story? If not who is the least admirable character? What is he struggling for?
6. Describe other characters.
7. What happening near the opening caused your interest to increase? How was it related to the hero's struggle?
8. What was the most exciting place in the story? How did it affect the hero's life?
9. Describe the hero's happiest moment or his greatest triumph.
10. What did you learn about character building and success in life from this story?
11. What did you learn about manners and customs from this story? Did you learn anything of a scientific or economic nature?
12. What person in the story underwent the most character development? Why?
13. What is the general conclusion of the group about the book as:
    a. Moral teaching
    b. Educational value
    c. Style of writing
    d. Entertainment value
14. Readers summary of 13

Satire

I. Objectives
   A. The student will be able to define satire by listing its essential ingredients.
   B. Using the concept of 'intended audience' the student will be able to explain why some compositions seem satirical to him while others do not, and will be able to identify the conditions under which a non-satirical composition would seem satirical.
   C. The student will be able to define imitative and ironic satire, and will be able to explain the differences between high burlesque, low burlesque, caricature, and parody--four types of imitative satire.
   D. Given a group of satires, the student will be able to identify the type or types of satire employed in each, and will be able to defend his answer through reference to the definitions for the various kinds of satire.
   E. The student will be able to differentiate between direct and indirect satires when given a group of satires.

II. Content

A. Definition of literary type, genre or kind
   1. Satire vs. Humor
   2. Satire vs. Caricature

B. Moral justification of satire
   1. The "Double Effect"
   2. The Common Good
      (C.F.D. von Hildebrand, True Morality and Its Counterfeits, Ch. IX, The Christian Attitude Towards Sinners)

C. Reading Skills required

D. Critical norms for testing
   1. Satirist must have truth
      a. By what standard does he condemn?
      b. Towards what standard does he drive?

E. Techniques used by satirists
   (C.F.D. Worcester, Art of Satire
   J. Bullitt, Jonathan Swift and Anatomy of Satire
   R. Parkin, Poetic Workmanship of Pope
   1. Invective: curses, epithets, name-calling
   2. Verbal irony
      a. Sarcasm
      b. Pure verbal irony (inversion)
         (1) Mock Bulogy (praise) blame inversion
      c. Litotes (understatement)
   3. Irony of Manner (reduction to absurdity:Socratic Method
      a. Ingenu satire (simple soul)
   4. Juxtaposition of incongruous values (false equation)
   5. Mock-heroic (high burlesque)
   6. Low burlesque
   7. Contrast: by showing abuse and implying the ideal
      by showing ideal; and speaking of its reality in the past only, thus condemning the present.

F. Large group lecture on satire

G. Writing a satire; see writing assignment, Composition on page 165.

III. Resources

a. Unipac - Satire

A Separate Peace

I. Objectives

After reading the novel, the student will be able to

A. Understand the type of conflict, style and elements of the novel.

B. Recognize the symbolism

C. Contrast types of characters and Gene's reaction to his act to that of Finney's

D. Become aware of the reality of war

E. Recognize the regeneration of Gene

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II. Content
- A. Analysis of A Separate Peace
- B. Type of Conflict
- C. Elements of the novel
- D. Style of the novel
- E. Using marginal notes
- F. Discussing the loss of innocence for Finney
- G. Discussing the degree of Gene's guilt
- H. Recognizing the symbolism from the Bible
- I. Contrasting the types of characters
- J. Recognizing the change of viewpoint of Gene
- K. Realizing the envy of Gene
- L. Recognizing the regeneration of Gene
- M. Analyzing the technique of flashback
- N. Identifying the symbolism of war and peace, summer and winter, the two rivers, the tree.
- O. Being aware of the reality of war.
- P. Contrasting Gene's reaction to his act with Finney's reaction
- Q. Discussing the necessity of Finney's death
- R. Comparing the attitudes of fighting in the war between Brinker's father and Brinker and Gene.

III. Resources
1. Knowles, A Separate Peace (paperback)
2. Mimeographed study guide
3. Ellis, A Separate Peace, The Fall from Innocence:
4. English Journal, May 1964 pp. 313-318

IV. Activities
1. Reports on other fiction about young people
2. Frank, Diary of Anne Frank
3. Dickens, Oliver Twist
4. Golding, Lord of the Flies
5. Wouk, The City Boy
6. Wright, Black Boy
7. Use of creative projects
8. Written or oral projects
9. Bulletin board displays
10. .Art objects
11. Topics for writing
12. Whose tragedy is it?
13. The symbolism of the rivers and the trees
14. Aphorisms
    a. Boys come here to be made men
    b. Sarcasm is the tool of a weak person
15. Credibility of the characters
16. Characters of Finney and Gene
17. If you love something it will love you back

Of Human Bondage

I. Objectives
Upon completion of the novel, the student will
- A. Understand the naturalist school of literature
- B. Understand Maugham's style of writing
- C. Understand that there is no such thing as all-love and all-hate in human relationships
- D. Understand ambivalence through noting the recurring themes throughout the book
- E. Note Maugham's philosophy that one learns constantly through the trials and tribulations of life.

II. Content
- A. British public school life compared to American
  1. Scholarship
  2. Disciplinary
  3. Teacher-student relationship
- B. Phillip's discoveries about the poor in London
- C. Literary techniques in the novel
  1. Style
  2. Characterization
  3. Point of view
  4. Plot manipulation
  5. Handling of ideas
- D. Maugham mastery of the use of irony as he ironically comments on human nature
- E. Ambivalence
  1. The love and hate Phillip has for Mildred
  2. You can only be hurt if you love

III. Resources
- A. Paperback
- B. Study guide

Victory

I. Objectives
After a thorough study of the novel, the student will
- A. Understand Heyst's withdrawal from society and his basic distrust of life.
- B. Understand the effect of world happenings on Conrad
- C. Understand the significance of Victory on both a universal and an individual level.
- D. Know what the book teaches about guilt complexes, pity, love, hate, isolationism and mistrust.
- E. Note how characters can be symbols.

II. Content
- A. Note Conrad's unmatched word rhythm, word choice, imagery, simile, metaphor.
- B. His manner of building suspense
- C. His artistic purpose in using the objective viewpoint.
- D. The efficacious use of multiple themes.
- E. The irony in title choice
- F. The many dramatic scenes
- G. Sentences, paragraphs, punctuation
- H. Dialogue
- I. Humor
- J. Foreshadowing
- K. The key values of the book

III. Resources
- A. Books
  - 1. Paperback
- B. Other selections by Conrad
  - 1. The Lagoon
  - 2. Lord Jim
  - 3. Almayer's Folly

IV. Topics for discussion as they are derived from Victory
- A. Loneliness
- B. Greater Love Hath No Man Than To Give Up His Life for a Friend
- C. Mistrust of Life
- D. Detached Contempt
- E. Withdrawal from Others Leads to Soul Shrinkage
- F. Paralyzing Effects of Refusal to Participate in Life's Activities
- G. Isolationist Policy is Fatal
- H. Through Compassion for Others a Man is Often Led Out and Beyond Himself
- I. Great Love Generates Great Strength and Courage
- J. Malicious Gossip is a Murderous Weapon
- K. The Non-Conformist
- L. Giving of Oneself
- M. Mutual Love and Trust
- N. To Love is the Greatest Good
- O. Failure to Love is the Greatest Misfortune
- P. Guilt Complexes (pity, love, hate)

VI. Literature Around the World

I. Objectives
- A. The student will determine traits and attitudes of the peoples of various lands which determined the manner in which world wide problems have evolved and been handled.
- B. The student will observe the universal themes in the literature of various lands.
- C. The student will understand the common ground, hopes, and idea.
- D. The student will be knowledgable of our cultural heritage from these lands.

II. Content
- A. Russia
  - 1. The Enemy, Buck
  - 2. The Wisdom of Confucius
  - 3. The Rubaiyat of Omar Khayyam, Fitzgerald
- B. Scandinavia
  - 1. The Brothers, Bjornson
  - 2. The Rattrap, Lagerlof
  - 3. Apharisma from the Sagas
  - 4. Elias and the Draug, Jonas Lie
  - 5. Life Sentence, Nexo
- C. Latin America
  - 1. The American Story, Archibald MacLiesh
  - 2. Una Muchachita, Carmen Lyra
  - 3. The Laugh in the Desert, Pedro Prado
  - 4. The White Wind, Juan Davalos

III. Resources

A. Reports by students who have read books of selections by some of the authors.

1. Alejo Carpentier, Miguel Asturias, Agustin Yanez, Samuel Eichelbaum, Conrado Roxlo, Rodolfo Usigili. (Latin American)
2. Dostoevsky, Tolstoy, Chekov, Corky (Russian)
3. Lolstorg, Schweitzer, Pirandello, Quintero, Struther, Golsworthrz, Wells, Barrie, Munro, Cervantes (Europe)
4. Salminen, Larsson, Lagerlof, Undset, Nexo, Soderberg, Lie, Nansen, Bjorsen (Scandinavian)
5. Buck, Gibran, Surjin, Mao Dun, Hsiang (The East)

B. Films

1. Cherry Orchard, Chekov
2. Dolls House, Ibsen

C. Filmstrips

1. Don Quixote

Eighteenth Century (optional)

I. Objectives

After thorough independent study in this unit, the student will be able to

A. Recognize the change in the essay from Bacon to Addison and Steele.
B. Note the character of Sir Roger de Coverley and his importance at this time.
C. Compare characteristics of biographies
D. Study the development of newspapers and periodicals.
E. Realize the importance of the coffee-houses
F. Discuss effects of literature on the times and the times on the literature.
G. Discuss the plague and the effects of it and the fire on London.
H. Discuss the literature with attention to theme or subject.
I. Show the reflection of the philosophy of the period on its writers.

II. Content

A. Reports on related ideas
B. Expansion of the empire
C. Hanovarian kings
D. London of the eighteenth century
E. Coffee-houses
F. Party politics (Whigs and Tories)
G. Furniture of period
H. Manner of dress and hair style
I. Authors' lives as related to their writing.
J. The Tatler and The Spectator

III. Resources

B. Books

1. Addison and Steele, Sir Roger de Coverley Papers
2. Boswell, Life of Johnson
3. Cross, English Writers
4. Defoe, Robinson Crusoe
5. Fielding, Tom Jones
6. Johnson's Dictionary
7. Swift, Gulliver's Travels

C. Film, Eighteenth Century

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Romantic Period (optional)

I. Objectives
Having made an independent study of several works of the period the student should be able to
A. Recognize the use of figurative language
B. Identify nature as it influences the lives of each writer.
C. Understand the characteristics of romanticism.
D. Relate the ideas of the Romanticists to the fine arts
1. Poetry
2. Music
3. Painting
4. Architecture
5. Dance
E. Contrast Classicicism and Romanticism

II. Course Content
A. Inspiration for Romantic poetry
1. Nature
2. The common people
3. The past
4. Children
5. Beauty
6. Imagination
B. Characteristics of romanticism
1. Strong sense of beauty
2. Deep sympathy with humble underpriviledged people
3. Vivid imagination
4. Rebellion against tyrannical authority-belief in liberty for the individual.
5. Interest in ancient legends and traditions
6. Sense of melancholy or loneliness
C. Romantics striking way of looking at world because of
1. Inventions
2. Changes in the lives of ordinary men and women
3. Employment of women and children in factories
4. Changes in agriculture
5. Increases in power of Parliament
D. Forerunner of the English novel - Daniel Defoe
E. Exploration of biography - James Boswell
F. Popularity and influence of coffee-houses
G. Terminology
1. Imagery
2. Internal rhyme
3. Personification
4. Dramatic monologue
5. Alliteration
6. Anapest
7. Paradox

III. Resources
A. Books
1. Adventures in English Literature
2. The World Through Literatures

B. Recordings, Tyrone Power reading Byron
   1. Canto I
   2. She Walks in Beauty
   3. On This Day I Complete my 36th Year
   4. Childe Harold's Pilgrimage
   5. Canto III, verses 18 ff.
   6. Canto III, verses 68 ff., 85 ff.
   7. Canto III, verses 113 ff.
   8. Canto IV, verses 178 ff.

C. Records
   1. Wordsworth
   2. Don Juan Canto I, III, IV
   3. Selections chosen by students-see poetry unit.

Victorian Period (optional)

I. Objectives
   A. After studying the works of several authors of the period the student will be able to understand the importance of the Industrial Revolution on literature.
   B. Show the influence of Victoria on the period.
   C. Recognize the effect of Darwin's The Origin of the Species on the thinking of the period.
   D. Recognize the increasing interest of the English novel during this period.
   E. Recognize the dramatic monologue as a perfected type of writing by Browning.

II. Content
   A. Trends of the period
      1. Free trade
      2. Influence of science
      3. Influence of Queen Victoria
      4. Moral seriousness
      5. Romantic revival
      6. The Oxford movement
      7. Voting of the common man
      8. Child labor laws
   B. Writers as teachers
      1. Sceintists, Charles Darwin and Thomas Huxley
      2. Historians, Thomas Macauley and Thomas Carlyle
      3. Religious, Matthew Arnold and John Newman
      4. Novelists, Charles Dickens, William Thackeray and George Eliot
      5. Poets, Elizabeth Browning, Alfred Tennyson, Matthew Arnold and Robert Browning
   C. Essayists of the period: John Henry Newman, Thomas Huxley.
   D. Poets of the period: Alfred Lord Tennyson, Elizabeth Barrett Browning, Robert Browning and Thomas Hardy
   E. Prose of the period: Charles Dickens, Matthew Arnold and Thomas Hardy
   F. Poetic Terms
      1. Sonnet
      2. Italian
      3. English
      4. Allegory
      5. Dramatic Monologue

III. Resources
A. Books
1. The Experience of Literature
2. The World Through Literature
3. Adventures in English Literature
a. Essayists
(1) Newman: The Educated Man; The Gentleman
(2) Huxley: A Liberal Education
B. Poets
1. Tennyson: Flower in the Crannied Wall; Ulysses; Crossing the Bar.
2. Browning, Elizabeth: Sonnets from the Portuguese.
3. Browning, Robert: Home Thoughts, from the Sea; Home Thoughts from Abroad; Song from Pippa Passes; Prospice; My Last Duchess.

IV. Activities
A. Understanding the changes of the essay stressing the importance of the Industrial Revolution on literature.
B. Showing the influence of Victoria on the period
C. Understanding the semantics of the term Victorian
D. Showing the growth of the British Empire
E. Recognizing the effect of Darwin's Origin of the Species on the thinking of the period
F. Relating Huxley's role as defender of Darwin's Origin of the Species
G. Relating Newman's role in the Oxford movement
H. Reviewing the Italian sonnet, the narrative poem, and the dramatic monologue
I. Studying the dramatic monologue as a perfected type of writing by Browning
J. Understanding the philosophy of the Pre-Raphaelites
K. Recognizing the increasing interest in the English novel during this period.
L. Special Reports
1. The Pre-Raphaelites
a. Christine Rossetti
b. Dante Rossetti
The Blessed Damozel
2. Victorian styles in Architecture Dress
3. The Carlyle-Emerson Relationship

Puritan Period (optional)

I. Objectives
A. Discuss characteristics of, influence on, and ideas in literature of the period.
B. Approach the religious interest of the day from the viewpoint of the Loyalist John Donne
C. Relate the works of Donne to modern literature
D. Recognize Milton as representative of the merging of the Christian and classical literary tradition.
E. Approach the religious interest of the day from the viewpoints of the Puritans, John Milton, and John Bunyan
F. Recognize the Cavaliers as typical of a group of people of the period: ideas, dress, social decorum.
G. Relate the rulers of the period to the literature and writers of the period.

II. Content
- A. Puritan influences on literature
  1. John Milton
  2. John Bunyan
- B. Increasing influence of John Donne - metaphysical poet
- C. Terminology
  1. Religious epic
  2. Allegory
  3. Sonnet
  4. Puritanism
  5. Lyric
- D. Excerpts from forerunners of the novel
  1. Characteristics observed for comparison with later novel.
- E. The Age of Reason
- F. The development of early newspapers and periodicals
- G. Concentration on the essay as a form of literature
  1. Characteristics of the essay
     a. Short prose piece
     b. Unified in theme or subject
     c. Formal or informal
- H. Influence of Samuel Johnson
  1. Literary dictator of last half of century
  2. Famous dictionary writer
- I. Influence of neo-classicism
- J. Reports on related topics
  1. Stuart monarchs
  2. London fire
  3. Plague
  4. Sir Isaac Newton
  5. William Harvey
  6. John Locke
  7. Oliver Cromwell
  8. Sir Christopher Wren
  9. Izaak Walton
  10. Cavaliers
  11. The Commonwealth
  12. Puritanism
  13. Author's lives as related to their works
  14. Supplementary authors:
     a. George Wither
     b. Sir John Suckling

III. Resources
- A. Books
  1. Adventures in English Literature
  2. The World Through Literature
  3. Selections from
     a. John Donne
     b. John Milton-Paradise Lost
     c. John Bunyan-Pilgrim's Progress
     d. Samuel Pepys
     e. John Dryden
     f. Dante-The Inferno
     g. Daniel Defoe-A Journal of the Plague Year
     h. Walton-Compleat Angler
     i. Leasor-The Plague and the Fire
- B. Recordings
  1. Milton's On His Blindness
  2. L'Allegro
  3. Il Penseroso
  4. Paradise Lost
  5. Golden Treasury of Milton
- C. Tapes: Paradise Lost
- D. Films
  1. Paradise Lost
  2. The Seventeenth Century

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Chaucer (optional)

I. Objectives
The student will
A. Understand Chaucer's techniques in description
B. Understand the relevance of classical literature
C. Understand the traditions dominating the English people's lives
D. Understand the English realism and humor
E. Understand the value of the pleasant sense of detachment which views life clearly, but with general tolerance and generous sympathy.

II. Content
A. Recognizing the types of characters described by Chaucer, their social status, and their universality noting the details used to distinguish each character.
B. Studying the background for Canterbury Tales its place and the author's place in literature. Use of satire and humor in it.
C. Identifying literary terminology
D. Recognizing the influence of this period upon our heritage
E. Life of Chaucer
1. Biographical sketch
2. Portrait of Chaucer
3. Chaucer's language--compared to modern English
4. Read Prologue--which pilgrims do you admire, which amuse you, which do you dislike?
F. The Story of the Pilgrimage
G. The Pilgrims
H. Finding Out More About the Pilgrims
I. The Journey to Canterbury
J. Chaucer's Versification
1. Iambic pentameter
2. Heroic couplet

III. Resources
A. Records
1. Selections from Beowulf
2. 053 Chaucer: On Reading Chaucer
3. 053 Prologue to Canterbury Tales
B. Tapes
1. Canterbury Tales
2. The Nun's Priest's Tales
C. Film
1. Chaucer's England
D. Filmstrips
1. Prologues
2. Pardoners Tale

IV. Activities
A. Read to the class one of the shorter tales in a good modern version.
B. Have some of the pictures from the interest center passed around, including if possible the ones reproduced in L. L. Bate's Story of the Canterbury Pilgrims.

C. Through reading and sharing

1. Read and retell to the class some of the most famous of Chaucer's tales: The Knight's Tale; The Clerk's Tale; The Nun's Priest's Tale; The Pardoner's Tale.
2. Read a history and tell the story of the "holy blissful martyr" (Thomas A. Becket) mentioned in lines 15-18 of the Prologue. Other students might like to read the Becket story as told in the poetic drama by Tennyson or in that by the 20th century poet T. S. Eliot (Murder in the Cathedral).
3. Read Eleanor of Aquitaine and the Four Kings, by Amy R. Kelly, and give the class some of the background of the Plantagenet kings of Chaucer's day.

INDEPENDENT STUDY AGREEMENT

Student's Name_____Date_____

Title or Area of Course_____

Meeting Days_____Modules_____Room_____

I hereby plan to study and research in the above named area. I agree to perform the following plan of study and to complete said material for which I will be graded on the basis of fulfillment and quality of work.

Title:

Objective or Purpose:

Outline of Work to be Completed:

I shall be prepared to answer the following general questions along with other questions my instructor might ask at the conclusion of the unit. I shall use my Study Guide in the syllabus to help me gain a better understanding of the works studied.

1. Did the independent study help you to look at yourself and understand yourself better?
2. Did it help you in understanding how to live with others and to be of service to them?
3. Did it change your way of thinking in any matter?

4. In what way did the works studied give you a special understanding of human psychology--of how people think and act? Are factors like ambition, greed, hate, love, or the will to serve others seen as influencing people?

5. Why do you approve or disapprove of people's behavior and of their attitudes toward life as seen in the works studied?

6. How do the selections deal with questions of right and wrong? Is any light thrown on moral, ethical, or spiritual problems? Do you agree with the stand taken in this book?

7. What is shown of the influence of environment, luck, and other forces in shaping a person's life?

8. Many authors are concerned with social problems and evils; for instance, the overemphasis on money in American life. Is any problem of that kind given attention by the authors?

9. What larger understanding of the world--geographic, scientific, political, historical--can grow out of your research?

10. What new ideas or what clarification of your old ideas came to you from reading the book?

11. Is any character changed by his experiences? How does he improve or deteriorate?

12. How are the people in the book shaped by the particular times in which they live?

13. How do the patterns of living in those times differ from our own? How are they like ours?

14. Are there any facts about the author worth knowing for the sake of a better appreciation of his work?

15. How do you like the author's style of writing? Specifically, what characteristics of his style do or do not appeal to you?

16. What is the major appeal of this book?

17. To what kind of person would you recommend the book?

18. What larger understanding of the world can grow out of reading this work?

COMPOSITION ENGLISH, Grade 12A

Writing Assignments. Writing should be as frequent as possible during the twelfth year, and standards in marking should be high. Specifically, assignments should include at least four long compositions (500-750 words) on subjects related to the study of literature. Literature lends some ways in which themes can develop from the discussion of literary works. The teacher may find need for review of eleventh grade subjects like narrowing the topic and planning the paper. Shorter papers of at least 300-400 words should also grow from the studies in literature and should be frequent.

I. Objectives

Upon completion of his writing assignments the student will be able to

A. Show concern for adequate development, unity, continuity, and emphasis, within paragraphs and within whole pieces of writing.
B. Understand the logical steps to follow in producing an investigative paper.
C. Describe, persuade, or explain in personal essays based upon his own observances and experiences.
D. Employ figures of speech skillfully.
E. Write analyses, summaries, character studies, comparisons and imaginative extensions based upon the literature studied.
F. Write interpretations of poetry and short stories, with stress on getting at below-the-surface meanings and on understanding symbolism and figurative language.
G. Achieve individuality and naturalness of style, applying self-criticism to his writing.
H. Write extensive compositions which meet his purpose.
I. Enjoy practice in writing satire and in using analogy and allegory.
J. Produce in-class themes under pressure of limited time.

II. Content

A. Review of composition skills acquired earlier
   1. Skillful subordination
   2. Parallel construction
   3. Figures of speech
   4. Clear and accurate sentences
B. Point of View - exemplified in discussion of fiction, Four English Novels and book reviewing
   1. Tone maturity and taste
      a. Sincerity and simplicity
      b. Objectivity with emotions
      c. Freshness, originality
      d. Rhythm
C. Style
D. Unity
E. Validity of evidence
   1. Adequacy
   2. Relevance
   3. Typicalness
   4. Accuracy

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F. Diction: economy, precision, appropriateness, color, freshness
   1. Triteness
   2. Jargon
   3. Vagueness

G. Writing Process - classroom goal
   1. Invention. Helping students discover ideas worth communicating.
      a. Instruction in observation, quickening of senses-specification (adding details).
      b. Assignments requiring sound, logical reasoning: proofs, reasons for a contention.
      c. Assignments calling for a totally creative outlook, flights of fancy, wonder and daring.
      d. Group activity: discussion of books, ideas, experiences; cross fertilization of ideas.
   2. Arrangement. Helping students select the most effective pattern and sequence for conveying their ideas.
      a. Instruction in distinguishing topics from ideas, limiting thesis, clarifying specific purpose, preparing blueprint for thesis ideas, using different methods for arranging ideas within the paragraph and total composition, applying rhetorical methods as required by the thesis. Definition-argument and persuasion-comparison and contrast-description-classification-cause and effect-straight exposition.
      b. Analysis and evaluation of prose models for effectiveness of form and sequence and use of rhetorical methods.
   3. Style. Helping students find the words and sentences that best communicate what they want to say.
      a. Instruction in basic principles of logic.
      b. Basic principles of semantics (words as symbols, connotative meanings, sources of meaning).
      c. Basic elements of good style, at first prescriptive perhaps (power of verbs, parallel structure, direct statement, etc.).
      d. Sentence building and expansion
      e. Analyzing sources of effectiveness in style of professional writers.
   4. Latin Rhetorical Principles
      a. exordium - introduction
      b. narratio-exposition of case
      c. confirmatio-proof
      d. refutatio-opposing other arguments
      e. peroratio-conclusion

III. Resources
   A. Basic Text
      1. Harcourt Brace, English Grammar and Composition
      2. Holt,Rinehart and Winston, Critical Thinking in Reading and Writing, Drederich and Palmer

B. Books
1. Scott, Foresman and Company: Writing About Literature
2. Prentice-Hall, Inc., Writing Themes About Literature
3. American Book Company: Writing For College
4. MacMillan Company: The Elements of Style
5. Harcourt Brace: A Book of Models for Writing
6. Sherdan Baker: The Complete Stylist
7. A. Barbara Pilon: Concrete is Not Always Hard
8. Porter G. Perrin: Writer's Guide and Index to English
9. William S. Morgan: Writing and Revising
10. Inglis, Stewart, Campbell, Stearn: Adventures in World Literature

C. Filmstrips: Organizing Your Writing (9 filmstrips)

IV. Activities
1. These writing assignments are correlated with the literature assignment. Time allotments are included in the literary units.
2. Examples of writing assignments which have proved successful follow:

Satire "The Writer Looks at Us Moderns"

I. Objectives
The student will be able to
A. Put himself and his world in more realistic focus.
B. Apply tone to control writer's intention (because of satire's potential scope, the assignment lends itself to narrative, descriptive and expository composition as well).

II. Content
Foundation for the student's grasp of potential ingredients of a satirical essay rests primarily on the study of 18th century British works. Addison and Pope and Swift serve as triggers for views which, of course, find modern parallel. Students are willing to take intelligent light or caustic pot shots at so many things that the problem of limitation presents itself. Human foibles, absurdities, customs, gullibility, all generate student response. Many are chafing at the bit to put their ingenious barbs to work.
Exaggeration, subtle word twists, funny names, comic situation provoke not only eager writers but also eager critics. Classroom criticism sessions have produced heart-warming results when the writers' peers see successful "non-preaching" tones and innuendoes taking humorous and meaningful measure of matters open to being flayed. (The teacher should not be surprised when he finds himself the subject of a student's paper.)

Particulars:
Suggested time, one week to select, organize, and complete assignment.
Specific assignment, present a satirical essay, approximately two typed pages in length, in which you treat one particular subject under the general topic assigned: The Writer Looks At Us Moderns.

No person or place is so sacrosanct that it cannot be held up to light or caustic satire. The author should, however, maintain writer's prudence as regards both truth and propriety when presenting his view of his specific topic to his fellow students.

Remote:
Stimulus for the assignment begins at the outset of the discussions on major writers of the 18th century. The student is encouraged to make modern parallel to matters which the works of Pope, Addison and Steele, and Swift hold up to ridicule.

III. Resources
- A. Unipac: The Ingredients of Satire
- B. Lecture: Satire
- C. Topical satiric quips and cartoons from a wide variety of current publications. These can be put to good graphic and epigrammatic use in presenting the assignment of the satirical essay.

Persuasive Writing

I. Objectives
The student will
- A. Improve his observation
- B. Gain economy in expression
- C. Improve persuasive techniques
- D. Be introduced to the concept of personal satire and/or paradox.
- E. Stimulate his invention
- F. Acknowledge that discovery is the basis of most good and fun writing

II. Content
- A. The Writing Assignment - worded exactly as it ought to appear.
  1. Thrall, Hibbard, and Holman define "hyperbole" as: A figure of speech in which conscious exaggeration is used without the intent of literal persuasion. It may be used to heighten effect or it may be used to produce comic effect. Macbeth is using a hyperbole in the following lines: No; this my hand will rather The multitudinous seas incarnadine. Making the green one red.
  2. Choose a friend and write a hyperbole statement about him. (i. e., John Smith is Tremper High School's answer to J. D. Salinger's Holden Caulfield; Laura Fleck is the reincarnation of Cleopatra).
  3. Use this as your thesis statement
  4. Within the confines of one paragraph, support the thesis with a carefully selected and specific example of the characteristic which gave rise, initially, to the hyperbole you have written.
  (It should be clear at the outset of the assignment that the paragraph will be presented orally in class by the writer).

B. While the assignment itself, with its definition from Thrall, Hibbard, and Holman and its two examples, outlines a rather clear procedure, certain problems are bound to crop up in the following areas:

Invention. Be sure that the student seizes his own hyperbole. Do not hand him one. When he has chosen one, ask him to match it with the definition of hyperbole as it appears on his assignment sheet. If it is not a hyperbole, explain why.

Arrangement. Again, the directions to the assignment state explicitly that the hyperbole is to be the thesis statement--that sentence which all following sentences must support with one specific citation. It would be unusual if a student had trouble in this stage of the writing process. If it should happen, the teacher ought to work closely with him.

Style. Evocative verbs and nifty adjectives will be most helpful here. Parallel structure will be a good lesson for style.

III. Resources
- A. A friend
- B. A pen or pencil
- C. Film: Concepts of Purpose

IV. Evaluation Considerations
- A. Obviously the specific audience and the general audience should be given the first crack at evaluation. This evaluation process should involve the effectiveness of the persuasion (or lack of) in the presentation.
- B. The teacher should evaluate the paragraph on both effect of the persuasive elements and on the adherence to the explicit directions of the assignment. Naturally the assignment will fail to meet its basic requirement if it tries to do too much.

V. Activities
- A. Introduce the concepts of satire and parody, closely akin to the hyperbole.
- B. Point out the dangers inherent in the misuse and overuse of the hyperbole. This could be accomplished through an assignment which asks for a whole paragraph of hyperboles and trite sayings.
- C. Permit any "scandalized" student to write either a defense or an attack. This should be presented orally.
- D. Open discussion on the value of persuasion as a concept, remind students that persuasion begets changed minds and that changed minds and attitudes beget consequences. Refer to the persuasion(emotional)of Hitler and that of Socrates (rational-ethical). Recordings would stimulate discussion: selected readings would serve as excellent models.

BEST COPY AVAILABLE My Last Duchess

I. Objectives

After carefully preparing the assignment the student will be able to

A. Improve his logical persuasion
B. Include tone in his paper
C. Put into practice rhetorical principles
D. Improve his writing
E. Improve his creativity
F. Present an opinion by implication
G. Distinguish an official letter from a business or friendly letter.

II. Content

The Writing Assignment. You have read Browning's dramatic monologue, My Last Duchess, in which the Duke discusses with the Count's envoy the proposed marriage with the Count's daughter. Put yourself in the place of the envoy and write a letter to your master, the Count, giving him a report of your meeting with the Duke. Since the Count entrusted you with this important task, he no doubt has confidence in your judgment. You should, nevertheless, remember your relationship to the Count. You are not in a position to dictate.

Consider the Duke as he is revealed in the monologue. You may find it helpful to list his characteristics and select those which you feel will best serve your purpose. You may want to include some examples, but be careful that your paper is more than a catalogue of characteristics and examples. You may want to include other significant points which you observed. Arrange your material so that it will be most likely to persuade the Count to agree with your views. This is the type of paper in which an appeal to the emotions as well as to reason may help the cause. But be careful not to overdo the emotion.

Oral Activities. Much class discussion relative to this assignment will have been completed by the time this assignment is given. The character of the Duke will have been analyzed, and the specific ways in which the Duchess offended him will have been pointed out. After the papers are completed, students might divide into groups, each group selecting the best paper from his group, which will be read to the class and commented upon.

Useful Stylistic or Rhetorical Devices. The teacher should remind students of the importance of the introduction in gaining the good will of the reader, who, in this case, is the Count. Students should also see the importance of arranging their arguments in the best order. They might cite examples to point out the Duke's attitude, and they could very well make use of comparison and contrast in considering what the Count's young daughter might expect at the hands of the Duke as compared with the home she is accustomed to. Since the writer will doubtless want to persuade the Count to change his mind concerning the proposed union, the teacher should point out the importance of the conclusion. It might be suggested that any student who would like to experiment with this assignment in verse form may do so.

Vocabulary and Spelling. The study of the poem itself will have furnished materials for vocabulary and spelling study. The teacher might call attention to the necessity of capitalizing Count, Duke, and Duchess as they are used here in place of the proper name.

III. Resources
Browning, Robert: My Last Duchess

IV. Evaluation
Students will be graded on the effectiveness of the report to the Count. Will the arguments presented move the Count to act according to the suggestion implied in the report?

Critical Analysis of Poetry

I. Objectives
Upon completion of the cirtical analysis of the three odes the student will be able to:
A. Compare ideas, techniques, emotions.
B. Make a critical analysis by drawing on his experience with the ode.
C. Relate title to content of the poem.
D. Understand methods and arrangement of the ode.
E. See widely different civilizations and widely different philosophies in meaningful relationships to each other.

II. Content
A. Specific Assignment
1. Write a critical analysis of one of the following odes:
a. Ode to a Nightingale, Keats
b. Ode to the West Wind, Shelley
c. Ode on a Grecian Urn, Keats
Trace the relationship of the nightingale or the west wind or grecian urn to the emotional experience and intellectual content of the poem.
B. Quest Activities
1. Find information about the basic principles of Greek Art.
2. Read On Seeing the Elgin Marbles, a shorter less complex poem carrying some of the same ideas. On First Seeing Chapman's Homer, is also used to establish the same relationships. The ideas are less confusing and the poem less complex.
3. Look at pictures of ceramic art from the Greek period, trying to establish visually what Keats might have seen.
4. Listen to recording in resource center.
C. Small Group Discussion Questions

III. Resources
A. Text: The World Through Literature
B. Recordings of the Odes
C. Unipac - Critical Analysis of Poetry and Prose

Argumentative Theme: Climactic Order

I. Objectives
   A. The learner will correctly list the three major and seven minor parts of an argumentative theme that is developed in climactic order.
   B. Given an argumentative theme written in the climactic order, the learner will identify the three major component parts of climactic order.
   C. Given the same theme, the learner will identify the seven minor component parts of climactic order.
   D. The learner will write an argumentative theme, successfully using the climactic pattern.

II. Content
   A. Component Parts of the Idea
      1. The introduction or beginning of climactic order in argumentative writing should
         a. Create interest
         b. "broadly" introduce the subject
         c. Solicit or gain the trust of the reader
      2. The body or middle of an argument in the climactic order
         a. Follows a definite pattern or order.
         b. Consists of various kinds of developmental details.
      3. The conclusion or ending of an argument written in climactic order should
         a. Be a drawing together of persuasive evidence
         b. Contain a forceful statement of the thesis or main point of the argument.

III. Resources
   A. Unipac: Climactic Order in Argumentative Writing

Lesson Plan for a Cross-Media Analysis
Television Selection

A. Illustrative Assignment:
We have completed the reading of (state program you wish them to watch). Tomorrow evening at nine o'clock a television adaption of this story will be shown. If possible, I wish every one of you to watch this program. Starting tomorrow, we will begin discussions on the differences which you found in the television version in relation to the story as we studied it. To guide you in determining the differences between the television selection and the literary selection, I am going to give you a list of questions to think about while you are watching the play.

Character

1. How has the leading character been changed? For example, has he been made more likeable, handsomer, younger, or more forceful?
2. Have minor characters been eliminated, added, or altered?
3. Have relationships between characters been changed?

4. Have other characters been altered? For example how does Hemingway depict Sam? Why are Ole Anderson's and Nick Adam's parts expanded far beyond their parts in the short story?

Setting

1. Has the place of the events been changed?
2. Have the settings been made more luxurious or more poverty stricken?
3. Have scenes been added or omitted?

Language

1. Has profanity or obscenity been removed?
2. Has a descriptive passage been transformed into dialogue?

Theme

1. Has the original theme been eliminated or altered?
2. Has the theme been made more explicit?

Ethical and Moral Standards

1. Has virtue been made to triumph and sin been punished?
2. Have transgressions against contemporary values been rectified?

Essay Writing

I. Objectives
   - A. Given a well organized formal essay the student outlines the essay with the major topics and supporting elements in acceptable outline form.
   - B. Delineates to the satisfactior of the instructor, by oral or written discussion or by presenting examples of each, the difference between formal and informal (familiar) essays.
   - C. Writes an informal essay that entertains, informs, and holds the interest of his classmates.
   - D. Given several well organized and well developed compositions and a list of thesis statements, selects with 80% accuracy the thesis statement, of each model.
   - E. Debates with another student an issue with which he disagrees arguing his own contentions. The student will show he has gained respect for diverging opinions.
   - F. Writes a thesis statement and constructs a functional outline which is clearly the framework for an essay which he composes in a classroom situation.

II. Content
   - A. Major Idea, Skill, or Attitude to be learned
     1. There is a proper way to write an essay.
   - B. Component Ideas, Skills, or Attitudes
     1. Facts
     2. Opinions
     3. Conclusion supported with evidence
     4. Form

III. Resources (classroom)(See page 143 for listings)
   - A. Unipac: The Essay-Your Opinion Does Count
   - B. Topics for essay writing should be based on literature unit (See page 155, IV) 172

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IV. Other Suggestions for Writing About Literature

A. Early English Period
   1. Use Chaucer's techniques to describe characters: physical qualities, clothing, eccentricities.
   2. Write character sketches (riders on school bus; travelers to a game)
   3. A modern Grendel
   4. A modern pilgrimage

B. Elizabethan Age
   1. Write an epigram from Bacon's essays "Reading maketh a full man."
   2. Write an essay in Bacon's style.
   3. Write an analysis, of a sonnet.
   4. Discuss Shakespeare's life as reflected in his writings

C. Seventeenth Century
   1. Write a week's diary of your experiences following the style of Pepys.
   2. Show the cause and effect of one aspect of English Puritanism and its impact on society and government.
   3. Describe a day in the life of a man in a happy mood.
   4. Describe a day in the life of a man in a thoughtful mood.

D. Eighteenth Century
   1. Discuss the characteristics of classical writings with examples to prove your points.
   2. Write an essay (Addison's style) "A Fashion the World Could Do Without."
   3. Write an answer to Lord Chesterfield's letter.
   4. Contrast the literature of the seventeenth and eighteenth centuries.
   5. Develop an epigram by details or examples.
   6. Write an essay after the style of Addison.
   7. Write a political satire using Gulliver's Travels as a pattern.
   8. Describe a character as Addison described Sir Roger using details to show characteristics.

E. Romantic Writers
   1. Discuss characteristics of a romantic writer from selected passages in his poems.
   2. Write a comparison of poetry with paintings as Wordsworth's My Heart Leaps Up, with Millett's The Rainbow.
   3. Write a satirical essay
   4. Write an ending for Kubla Khan
   5. Discuss evidence of Wordsworth's sympathy for the humble.
   6. Discuss Wordsworth's inspiration of nature.
   7. Compare or contrast ideas in two poems.
      a. Individual freedom
      b. Nature
      c. Beauty

F. Modern Writers
   1. Write a conclusion to The Listeners
   2. In prose or poetry develop These I Have Loved from The Great Lover - Brooke.

LITERATURE, Grade 12B

General Objectives

Having completed the course, the student should be able to:

Read challenging and satisfying works of literature with greater appreciation and understanding.

Understand literature as an interpretation of the experiences of man, that it is timeless and can relate to his own life.

Understand how writers influence events and how those writers are influenced by the periods in which they live.

Realize the major function of short stories and poetry is to provide enjoyment for the reader.

Recognize the symbolic meaning that poetry and prose has over and above the surface story.

Read critically and to expand and enjoy his reading interests.

Communicate his thoughts and feelings coherently, clearly, correctly and consicely on selections read (oral or written).

Realize the value of the newspaper in his daily life.

Utilize the various reference books available to him to the best advantage.

BASIC TEXT: Adventures in Modern Literature
Harcourt, Brace & World, Inc., 1962
Fifth Edition

I. The Short Story and Poetry (9-12 cycles)

I. Objectives

Having completed the unit of the short story and poetry the student should be able to:

A. Identify and demonstrate an understanding of the extrinsic characteristics of a given short story or poem.
B. Identify and demonstrate an understanding of the intrinsic characteristics of a given short story or poem.
C. Recognize the form and features of different types of short stories and poems.
D. Discuss how a number of writers handle the same theme.
E. Write short stories and poems that reflect his understanding of the basic elements and at the same time express his artistic desires.
F. Demonstrate his critical thinking ability by evaluating a given selection against a set of student-established criteria.
G. Identify unfamiliar words and to increase his vocabulary.
H. Enjoy reading short stories and poems in his leisure time.

II. Content

A. Extrinsic Understanding of the Short Story
   1. Myths
   2. History
   3. Society
   4. Psychology

Stories and poems will be read both in common and independently, and students will attempt to unlock meaning by applying extrinsic values. They will consider each selection as it relates to the time in which it was written, to its subject, to universal myths or to the lives of the students. The critical approaches listed above are some of the avenues which may be explored.

Each student will read a short story and a poem which has not been studied previously. He will then write a critical analysis, applying some of the concepts of both the extrinsic and intrinsic values of literature.

B. Intrinsic Understanding of the Short Story
   1. Plot
   2. Character
   3. Setting
   4. Point of View
   5. Attitude of the author, tone.
   6. Figurative language and imagery
   7. Symbolism
   8. Purpose and theme
   9. Conflict

C. Short Stories studied:
   1. Characterization: Neighbor Rosicky; Mackintosh; Country Girl; Molly Morgan; Charles; and The Brothers.
   2. Setting: The Country of the Blind; The Story of the Widow's Son; The Idealist; Mackintosh; Country Girl; The Bear; and The Storm.
   3. Conflicts or Problems: Mackintosh; The Brothers; Land; The Weighing Machine; The Country of the Blind; The Bear; Neighbor Rosicky; The Traveler; The Storm; The Idealist; and The Story of the Widow's Son.

4. Action or plot: The Story of the Widow's Son; The Weighing Machine; Thus I Refute Beelzy; The Country of the Blind; The Jukebox and the Kallikake; The Putting Away of Uncle Quaggin; Molly Morgan; Mackintosh; The Brothers; Country Girl; Neighbor Rosicky; The Storm; and The Bear.
5. Mood or Tone. The Street That Got Mislaid (wistful longing);Thus I Refute Beelzy (unreality); In Another Country (frustration and disappointment); The Storm; The Traveler (nostalgic reminiscence); and The Jukebox and Kallikaka; Charles; Spring Over Brooklyn; and The Putting Away of Uncle Quaggin (humor).
6. Theme or Underlying Idea: The Country of the Blind; The Bear; Charles; The Ring; Country Girl; The Weighing Machine.

The Short Story and Poetry

I. Concepts To Be Learned
   A. Poetry compresses language but expands sensory impressions.
   B. The major function of short stories and poetry is to provide enjoyment for a reader.
   C. A close critical look at a poem or a short story can increase enjoyment because it increases the reader's depth of understanding.
   D. A close critical look at a poem or a snort story can also lead to a feeling of accomplishment, for the activity involves the time-consuming and demanding processes of analyzing and synthesizing.
   E. Literature is twice created, first by the writer, then by the reader. Poetry and short stories are reflective; they mirror not only the world and its people but the reader and his inner thoughts and feelings.
   F. Short stories and poetry help to define an individual's existence. They also help the reader to see how others face situations similar to his.
   G. Short stories and poetry give form and substance to ideas.

II. Activities
   Possible topics for discussion and composition. Composition topics to be used in conjunction with Composition Unit (see pages 187 and 188).
   Neighbor Rosicky - Willa Cather, p. 177
   a. Why I Would Like to Live in the Country (City)
   b. Marriage Between Persons of Different Nationality, (race, color, creed, age) is Certainly a Risk.
   c. Quote: To be a landless man is to be a wage earner, a slave all your life; to have nothing, to be nothing.
   d. The Special Gift for Loving People.
   Mackintosh - W. Somerset Maugham, p. 135
   a. How to Be a Successful Administrator
   b. What Honesty Means to Me
   c. What Courage Means to Me
   d. Personal Values
   e. Life in the South Pacific

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Country Girl - Luis Tablanca, p. 201
a. At What Age Does One Become Mature?
b. The Attitude of the Young People Today
c. Does a Person Owe More Loyalty to His Parents Than To The One He Loves?
d. Should One Marry Over the Objections of His Family?

Molly Morgan - John Steinbeck, p. 166
a. My Romantic Dream
b. I'm Just Eighteen (Seventeen)
c. Interview for a Job
d. The Satisfaction Resulting from Serving Others
e. Understanding Others
f. The Plight of the Dispossessed
g. Security-What it Means
h. Facing Reality
i. _____?_____is a Satisfying Profession

Charles - Shirley Jackson, p. 17
a. Is It Important to Dress as One's Group Does?
b. At What Age is One "Grown Up"?
c. Attitudes Toward Home and Family
d. "Parents are inclined to overlook their own children's faults and are keenly aware of those of other children."
e. Disapproving Misconduct of Your Peers in School
f. Do High School Students Fully Understand the Motives Behind Their Own Actions?
g. Rebelling Against the Grown-Up World

The Brothers - Bjornstjerne Bjornson, p. 160
a. Brotherly Love
b. Pride vs Brotherly Love
c. Fidelity

The Country of the Blind - H. G. Wells, p. 71
a. How to Make an Unbelievable Story Seem Plausible
b. "There is more basic blindness in human beings than the obvious physical one."
c. Most people regard as inferior a person who is simply different. (Is this your observation?)
d. Examples from medicine, science, invention, or other fields of instances of great men whose farsighted and subsequent accepted ideas first brought them ridicule or martyrdom.
e. In any society, is it ever permissible for a person to be completely free in his actions?

The Story of the Widow's Son - Mary Lavin, p. 6
a. How much should parents give up for their children?
b. Would schooling here in the United States be more appreciated if it were harder to get?

The Idealist - Frank O'Connor, p. 118
a. Does education actually bring people more trouble than they would have with less schooling?
b. Reading-How it Affects Our Thoughts and Our Behavior.
c. Ridicule From People Your Own Age is Worse Than Punishment From Those in Authority.
d. To Fink or Not to Fink
e. Kinds of reading that are so unrealistic that they create difficult or humorous situations when applied to life.
f. Slang-valid reasons for using.

The Bear - William Faulkner, p. 230
a. Man's Attitude Toward Nature
b. What, besides fish do fishermen and hunters hope to gain from their sport?
c. My Favorite Sport
d. Recalling an Experience in Which I Risked Danger or Unpleasantness In Order to Preserve My Self-Respect.
e. Explain how a coward can sometimes be more dangerous than a man with confidence.
f. The Importance of Thorough Learning and Experience.
g. Truth-What It Means to Me.
The Storm - Gabrielle Roy, p. 223
a. Winters Today vs. Yesteryear
b. The Spirit and Buoyant Optimism of Youth
c. Young People Are More Reckless Than Their Elders???
d. The Thrill Of A Storm
Land - Sinclair Lewis, p. 28
a. Should a Student Be Allowed To Quit School?
b. Farmer vs. Professional Man
c. Everyone is Completely Happy In His Chosen Profession
d. Parent's Heroic Ambitions For Their Children
e. The Farm of Today as Compared To the Farm of a Generation or Two Ago.
f. Discovering Myself
The Weighing Machine - Heinrich Boll, p. 54
a. Poverty In Itself Does or Does Not Necessarily Result in Unhappiness.
b. Children's Contributions Toward Well Being of the Family.
c. Distinction Between the Working Classes and the Rich in Our Society.
d. Injustice vs. Poverty
The Traveler - Wallace Stegner, p. 215
a. Recognizing Myself
b. The Basic Characteristics of Man
c. Loneliness
d. The Effect of Sharing Ones Troubles
Thus I Refute Beelzy - John Collier, p. 67
a. The World of Fantasy
b. Theories About Rearing Children Change From Generation to Generation.
c. Taking Advantage of Freedom
d. A Dream Come True
The Jukebox and the Kallikaks - B. J. Chute, p. 94
a. Family Solidarity
b. Must things be useful as well as beautiful in order to be appreciated?
c. Determination
d. Love is Blind
e. Metaphors and similes.
The Putting Away of Uncle Quaggin - Nigel Kneale, p. 126
a. The Eccentricities of Relatives
b. Sincerity and Respect
c. Wills and the Family
d. Onomatopoeia
e. Alliteration

The Street That Got Mislaid - Patrick Waddington, p. 61
a. Escaping From Reality
b. Can a person be officially alive if government records declare him to be dead?
c. The Trend Toward More Government Service
In Another Country - Ernest Hemmingway, p. 46
a. Various Aspects of War
b. Medals and Their Meaning
c. Is It Heroic to Be Wounded in War?
d. Understanding the Other Fellow
Spring Over Brooklyn - Zachary Gold, p. 109
a. A Little Black Book
b. Crazy actions performed for their comic effect on others.
c. Eccentric Actions vs. Common Sense Actions
d. Romanticizing Ones Actions and Thoughts
e. The Spirit of Make-Believe
f. Philosophy About Lying
g. Allusions
The Ring - Isak Dinesen, p. 22
a. The Value of an Understanding of Life
b. Difference in Social Class of Bride and Groom
c. Is Marriage Outside One's Class a Good Idea?
d. Should a Wife Have a Secret From Her Husband?
e. Being Practical
f. Pantomime

Poetry studied:
1. Robert Frost - The Road Not Taken; Stopping by Woods on a Snowy Evening; Birches; The Line Gang; Two Tramps; In Mud Time; Departmental; Fire and Ice; Canis Major; Mowing; Not to Keep; The Witch of Coos; and others.
2. Carl Sandburg - Chicago; Sweet Land of Liberty; The Harbor; Jazz Fantasia; Washington Monument at Night; and others.
3. Stephen Vincent Benet - Lincoln; Carol:New Style; Stonewall Jackson's Last Charge; Listen to the People.
4. Edna St. Vincent Millay - Recuerdo; God's World; Afternoon on a Hill.

Selections read but not listed above are taken from basic text and supplementary texts.

As a final activity, each student will write both an original short story and an original poem on one of the themes listed. The two may be on different themes.
1. Love and Hate
2. The Group versus the Individual
3. Alienation
4. Man versus the Unknown
5. Decisions and Consequences
6. Measuring Values
7. Adjusting to Life Situations
8. Dealing with Violence
9. Man and the Law
10. Man Looks at Himself
11. The Generation Gap
12. Injustices of Man
13. Protesting the Establishment
14. Humorous Sides of Life
15. The Pangs of Growing Up

III. Resources

A. Books

1. The United States In Literature - Scott, Foresman and Company, 1952
2. Perspectives - Scott, Foresman and Company, 1963
3. Literature of Aiventure - Ginn and Company, 1957
4. Exploring Life Through Literature - Scott, Foresman and Company, 1957

B. Films

1. The Short Story
2. The Strange Case of the English Language Part I, II
3. Poetry, The World's Voice, U of I
4. Carl Sandburg
5. Carl Sandburg Discusses His Work
6. Carl Sandburg Discusses Lincoln
7. Mythology of Greece and Rome
8. Robert Frost

C. Filmstrips

1. The Short Story

D. Transparencies

1. The Elements of Fiction
2. Communication
3. Discussion

II. Modern Biography (3 cycles)

I. Objectives

Upon completion of this unit the student should be able to:

A. Become acquainted with many interesting, remarkable, courageous and creative men and women who have served the world through inventions, science, art, sports, philosophy, etc.

B. Understand the life of a man by having a knowledge of the world in which he lived, and the great events of his time.

C. Realize that biography, though factual, can still be biased in one way or another, depending on the author's opinion of his subject or what he may be setting out to prove.

D. Establish a desire to read as many outside biographical and autobiographical sources as possible.

E. Understand that he, too, has a contribution to give to the world and society and in so doing can make the world a better place in which to live.

II. Content

Meeting interesting and remarkable men and women

A. Adventurous Lives: Wary Old Daredevil, Marshall Smith; Time for Suitors, Najmeh Najafi; All for Science, P. Freuchen, D. Loth.

B. Courageous Lives: Albert Schweitzer, Louis Untermeyer; Providence to Our Aid, Robert Falcon Scott; A Most Remarkable Man, Norman Cousins.

C. Creative Lives: To See the Dream, Jessamin West; Four Years in a Shed, Eve Curie; Cantinflas the Mexican Mirth-quake, David Hellyer; Mr. Imagination, George Kent.

D. Read at least one full-length biography and write a paper on it.

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III. Resources
- A. The United States in Literature, Pooley, Blair, Hornberger
- B. Perspectives, Pooley, Grommon, Magdans, Katterjohn
- C. Exploring Life Through Literature, Pooley, Leyda Zellhoefer
- D. Exploring Life Through Literature, Peavey, Rice
- E. Current Biography
- F. Webster's Biographical Dictionary

III. Modern Drama (3 cycles)

I. Objectives

Upon completion of this unit the student should be able to:
- A. Be acquainted with the various forms of drama.
- B. Understand the meaning of "closet drama" and how it differs from theater-drama.
- C. Understand the basic structure of comedy drama.
- D. Enjoy modern drama.

II. Content
- A. Journey's End - R. C. Sherriff
- B. Trifles - Susan Glaspell
- C. Visit To a Small Planet - Gore Vidal
- D. Caesar and Cleopatra - George Bernard Shaw
- E. Act out a short modern drama
- F. Discussion: Theater-drama and closet drama. Serious drama-comic drama. Basic structure of comedies. What happens in a comedy? What happens in a tragedy?

III. Resources
- A. Adventures in Appreciation - Loban, Olmstead
- B. Exploring Life Through Literature - Pooley, Pooley

IV. The Novel (12 cycles)

I. Concepts To Be Learned
- A. The major function of the novel is to provide enjoyment and entertainment for the reader.
- B. Novels vary with the interests and the writing styles of different authors. Some writers excel in historical fiction; some in adventure stories; some, in novels of character; and still others, in philosophical or social novels.
- C. Unlike the short story, the novel can and often does have more than one plot.
- D. The characters in a novel are fully drawn. Novelists have plenty of room within which to develop and interpret their major characters, presenting a character's ideas, feelings, impressions, and judgments as he or she encounters various experiences.
- E. Setting is much more important and is given much more emphasis in a novel than in a short story.
- F. In a well-wrought novel, characters affect the plot, and that as in life, when people and situations interact, the people change and the situations change.
- G. A good novel, uses a theme of importance to human beings and explores that theme by means of human emotions and ideas supported by skilled use of words, images, and narrative devices.

H. The novels read will explore significant values and concepts: that life can be stunted without love; that wrong doing carries within itself the germ of its own punishment; that human beings are more important than money or things; that no one can excape the consequences of character.

I. The causes of human behavior. The student smiles with amusement over the foibles of the human family, and he becomes more thoughtful; he becomes more aware of the choices all human beings must make and how these choices determine the quality of his living. If the student fully comprehends the novels read in this course, he will derive helpful ideas on how to live his own life.

Jane Eyre-Charlotte Bronte

I. Objectives

After reading the novel, the student will be able to

A. Comprehend the honest, affectionate, wholesomeness of a character like Jane Eyre.
B. Understand how these qualities are balanced against the hypocrisy and cruelty of Mr. Brocklehurst.
C. Compare a novel published in 1960 with one published in 1847.
D. Recognize that themes are relatively timeless; a good novel itself has stood the test of time.
E. Understand that in a well-wrought novel, characters affect the plot and that as in life, when people and situations interact, the people change and the situations change.
F. Recognize how authors draw from specific sources, such as their families, personal experiences, specific persons or national events in writing the novel.

II. Content

A. Read and analyze Jane Eyre
B. Student Study Guide
C. Discussion groups-using prepared discussion questions
D. Symbolism in the novel.
E. The part nature plays in the novel.
F. Instances in which Jane Eyre draws from Charlotte Bronte's background.
G. Unity in the novel
H. The theme that the story develops and how this theme is important today.
I. The use of time in the novel.
J. Imagery in the novel.
K. Film: The Novel, What It Is, What It Does.
L. Conflict in the novel
M. Humor in the novel

III. Resources

A. Charlotte Bronte's Jane Eyre (paperback)
B. Set of pictures from Perfection Form Co.
C. Mimeographed Student Study Guide
D. Monarch Notes - Jane Eyre
E. Cliff Notes - Jane Eyre
F. Film: Jane Eyre

IV. Activities

Each student will do one from A, and any other one from B, C, D, or E.

A. 300-450 word theme - give examples from the novel in your paper.
   1. How Charlotte Bronte achieves unity in Jane Eyre.
   2. Instances in which Jane Eyre draws from Charlotte Bronte's background.
   3. The part Nature plays in the novel.
   4. The theme that the story develops and how this theme is important today.
   5. Charlotte Bronte's use of time and what she thereby accomplishes.
   6. Symbolism in Jane Eyre
   7. Imagery in Jane Eyre
   8. Conflict in Jane Eyre
   9. Humor in Jane Eyre
   10. The character Jane
   11. The character Mr. Rochester

B. Sketch or Drawing
   1. Lowood
   2. Thornfield
   3. Jane
   4. Rochester
   5. Miss Ingram
   6. Adele
   7. Any other character (s)

C. Panel Discussion

D. Skit
   1. Write a scene from the story
   2. Act out the skit in large group

E. Written Report
   1. Charlotte Bronte's life and/or works
   2. Emily Bronte's Wuthering Heights

To Kill A Mockingbird-Harper Lee

I. Objectives

After reading the novel, the student will be able to

A. Recognize the role prejudice and discrimination plays in our society.
B. Understand the type of conflict, style and elements of the novel.
C. Recognize symbolism in the story.
D. Contrast the types of characters and their reaction on other characters.
E. Recognize the humor in the story.
F. See how the theme develops and how this theme is important today.
G. Discuss the worth of an individual to his family, his friends and his community.
H. Analyze human motivations.

II. Content

A. Read and analyze To Kill A Mockingbird
B. Student Study Guide
C. Elements of the novel
D. Style of the novel
E. Type of conflict
F. Recognizing the symbolism
G. Contrasting the types of characters

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H. Being aware of prejudice and discrimination, and its effects.
I. Discussing "You never really understand a person until you consider things from his point of view---until you climb into his skin and walk around in it."
J. Discussion groups-using prepared discussion questions.

III. Resources
A. Harper Lee's To Kill A Mockingbird (paperback)
B. Mimeographed Student Study Guide
C. Teaching Guide-Campus Book Club
D. Teaching Guide-Tab Book Club
E. Monarch Notes-To Kill A Mockingbird
F. Cliff Notes-To Kill A Mockingbird
G. Set of pictures-Perfection Form Company

IV. Activities
A. Complete Student Study Guide
B. Bulletin board displays
C. Sketches or drawings from novel
D. Panel discussion
E. Write a scene from the story
F. Act out a skit in a large group
G. Read another book by the same author
H. Report on author's life and works
I. Report on credibility of the characters
J. Read A Patch of Blue-Elizabeth Kata

V. Discussion Questions
A. Discuss the title, citing passages which refer to the mockingbird: Atticus tells Jem and Scout never to kill a mockingbird (p. 90); Mr. Underwood compares Tom Robinson to a songbird (p. 243); Scout says exposing "Boo" to the public eye would be "like killing a mockingbird" (p. 279).
B. What is the significance of Chapter 10? Point out passages that will lead the class to compare the mad dog with prejudice: Scout says, "He looks more sick than anything"; Atticus shoots the dog: "the mockingbirds were silent." Why does the day of the trial remind Scout of "a cold February morning, when the mockingbirds were still"?

VI. Composition Topics
A. Atticus says, "Don't fool yourselves-it's all adding up and one of these days we're going to pay the bill for it." Explain what he means by "adding up" and "pay the bill". How are we "paying" now?
B. Contrast these statements: Dolphus Raymond-"Let him get a little older and he won't get sick and cry. Maybe things'll strike him as being-not quite right, say, but he won't cry, not when he gets a few years on him." Ford Foundation President McGeorge Bundy-"Discrimination will end, partly because this college generation regards racial equality as natural, whereas the older generation regards it only as logical."
C. Many characters in the book exhibit some form of courage. Compare and contrast the courage of Atticus, Mrs. Dubose, and "Boo" Radley. Who do you think was the most courageous?

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D. Put yourself in the place of Tom Robinson, Mayella Ewell, or Mr. Cunningham and write a diary entry for the day of the trial. What are your feelings? What are you afraid of? What do you expect to happen?

E. The effect of the trial on Jem and Scout is one of the main themes of the book-along with the contrast between their reactions and those of the adult community. In chapter 20, Mr. Dolphus Raymond summarizes Dill's reaction to the trial. "Let him get a little older and he won't get sick and cry. Maybe things strike him as being-not quite right, say, but he wont cry, not when he gets a few years on him." In chapter 22, following the trial, Jem asks his father, "How could they do it, how could they?" Atticus says he doesn't know. "They've done it before and they did it tonight and they'll do it again and when they do it-seems that only children weep."
Can you think of a contemporary event about which your feelings or your opinions ran counter to those of the adults around you? In what way did they differ? Do you think your attitudes or feelings will change as you grow older?

VII. Role Playing
Have students act out what they think happened in the jury room. How is Mr. Cunningham persuaded to change his vote to "guilty"?

VIII. Debate
A. People are "entitled to full respect for their opinions" (Atticus, p. 109)
B. No one is entitled to an opinion that is dangerous or harmful to others.

A Separate Peace-John Knowles

(See pages 152 and 153)

V. Getting Acquainted With The Newspaper (3 cycles)

Individuals need to be acquainted with the format of the newspaper so that they will be able to recognize and utilize the information. Individuals need to understand the organization and construction of the newspaper to help with their everyday needs. The newspaper should be a tool to aid and inform the individual.

General Objectives

To provide an understanding of how the newspaper is organized.

To encourage the comprehension of basic newspaper terminology.

To teach the use of the newspaper as a means of communication.

To show the newspaper as a tool for critical evaluation.

BASIC TEXT: A Daily Newspaper: Des Moines Register
Waterloo Daily Courier
Cedar Rapids Gazette

I. Objectives

Develop and improve skills in

A. Reading
   1. Selecting the correct titles
   2. Identifying main ideas
   3. Collecting the facts
   4. Recognizing relationship of ideas
   5. Drawing proper conclusions
   6. Expanding one's reading
   7. Skimming and scanning

B. Writing
   1. Understanding ideas in written form
   2. Communication of ideas through growth in vocabulary development
   3. To spell correctly

C. Speaking
   1. Report on news clearly and expressively
   2. Participate in discussions intelligently and courteously.
   3. Learn how to interview people correctly.

D. Critical thinking
   1. Identify the problem
   2. Define the problem
   3. Form hypothesis
   4. Secure information
   5. Evaluate data collected
   6. Draw a conclusion

II. Content

A. What is the newspaper?
B. The place and value of the newspaper
C. The parts of the newspaper
D. The types of stories (news, feature)
E. The editorial
F. Finance and market
G. Home and family
H. Sports
I. Inside information
J. Comics and cartoons
K. Advertising
L. Unipac

III. Resources

A. Films, University of Iowa
   1. Big City Paper
   2. Current Events:Understanding and Evaluating Them
   3. Mass Media as a Background in Communication
   4. Newspaper Story
   5. Block Printing
   6. Monotype Prints
   7. Printing Through the Ages
   8. Newspaper Careers (Area I)
   9. Communications and Community
   10. How to Read Newspaper

B. Filmstrips, S. V. E., Chicago, Illinois 60614
   1. Reading Daily Newspapers
   2. Weeklies and Other Publications
   3. Writing For Newspapers
   4. Preparing News For Print
   5. Understanding Feature Stories
   6. The Finished Newspaper

VI. Reference Books (2 cycles)

I. Objectives

Upon completion of the Unipac, 'Reference Books' the student should be

A. Acquainted with the various reference books in the library, and to realize that familiarity with these useful books will increase their efficiency in looking up information.
B. Realize how easily they can acquire the information they need-simply by knowing that there is a reference book that is specifically designed to provide it.
C. Given a list of items, be able to name the reference work which would most easily give the specified information and why.

II. Content

A. Pre-test
B. Dictionaries, Encyclopedias, Atlases, Almanacs and Yearbooks, Literature, Subject, Reader's Guide, Biography.
C. Lessons and activities concerning items listed in B.
D. Self-Evaluation
E. Post-test

III. Resources

A. Unipac: Reference Books
B. The reference books in the library
C. English Grammar and Composition, Warriner

VII. Composition, Grade 12B (3 cycles)

I. Objectives

Having completed the course the student should be able to

A. Limit a subject so it can be handled in a given number of words or in a given period of time.
B. Demonstrate an awareness of the features of a satisfactory introduction and conclusion.
C. Write effective topic sentences and then to develop them adequately through a variety of methods.
D. Show an understanding of both unity and coherence by writing papers which pertain to a single idea and which flow smoothly from thought to thought.
E. Recognize and use a variety of sentence structures.
F. Revise work and to strive for quality in writing.
G. Do some writing beyond class requirements.

II. Content

A. Choosing a topic and narrowing it
B. The structure-introduction, body, conclusion
C. Point of view
D. Methods of paragraph development-detail, example or illustration, comparison or contrast, definition, cause and effect, reasons, facts.
E. Unity and coherence
F. Types of sentences
G. Figurative language, imagery, sensory details.
H. Writing papers using suggested topics from list following Short Story unit, (See pages 176-177-178-179)

III. Resources

A. Books

1. English Grammar and Composition, Revised Edition. Warriner, Griffith.
2. Composition:Paragraphs and Longer Papers, Warriner
3. Writing About Literature, Bernard
4. The Lively Art of Writing, Payne

B. Films, University of Illinois

1. The Sholom Aleichem Suite
2. Psychedelic Wet
3. Eye of the Beholder

C. Transparencies

1. Writing Effective Sentences, Part I, Part II
2. Using Transitions
3. From Phrase to Paragraph
4. Writing the Theme
5. A Program For Composition Part I, Part II
6. Descriptive Writing
7. Advanced Punctuation

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BUSINESS ENGLISH

General Objectives

Having taken the course the student should be able to:

Understand and use correctly the language of business communication.

Do written work that is free from errors in usage, spelling, punctuation, and sentence structure.

Express his ideas through the use of effective sentences and paragraphs, being conscious of the five qualities of business communication-courtesy, clearness, completeness, conciseness, and correctness.

Write a clear and intelligent business letter that will cover a given situation, for example: claim, credit, adjustment, collection, and sales letter.

Write effective employment letters: letters of application, letter requesting a reference, follow-up letter, and a letter of resignation.

Speak with confidence that is backed by knowledge to a group of prospective customers, a group of employees, or to an employer.

Use proper channels in attempting to secure a given position, and how to conduct himself during an interview for that position.

Display an understanding of accepted practices for maintaining good relationships with employers.

Avoid non-standard language in oral communication.

Use the news media for business purposes.

BASIC TEXT: Business English and Communication
Prentice Hall 1964

Business Letters and How To Write Them
Prentice Hall

The World of Work
Hugh Schrader

Practice Book for Business English and Communication
Himstreet, Porter, Maxwell

I. Preparing To Build Skill in Business Communications
(1 cycle)

I. Objectives

Having studied the unit the student will be able to

A. Know the many types of communication that affect him.
B. Recognize that business requires precision tools.
C. Understand the various types of business communications.
D. Know the meaning of the "you" attitude.
E. Recognize the qualities of a business communication.

II. Content

A. The power of speaking and writing
B. The "you" attitude
C. The master key to success
D. The five qualities of a business communication
E. Formal and informal English
F. Idioms, colloquialisms, localisms, vulgarisms, slang, clipped words.

II. Using The Language of Business Communications
(6 cycles)

I. Objectives

Upon completion of this unit, the student will be able to

A. Recognize the parts of speech
B. Understand agreement of nouns, pronouns, verbs.
C. Identify words that describe.
D. Identify connecting words.

II. Content

A. Nouns-words that name persons, places, and things.
B. Pronouns-words that take the place of nouns.
C. Verbs-words that show action
D. Agreement of nouns, pronouns, and verbs
E. Adjectives and adverbs-words that describe.
F. Prepositions and conjunctions-words that connect.
G. Unipac

III. Resources

A. Transparencies
   1. Parts of Speech

III. Controlling Ideas By Using Punctuation
(1 cycle)

I. Objectives

A. Each student should be able to use correct end of sentence punctuation.
B. The student should be able to use the comma, colon, semi-colon, and dash correctly.
C. The student should know when to use quotation marks, parentheses, ellipses, brackets, and the virgule (diagonal or dash).

II. Content
A. Using the period, question mark, and exclamation point.
B. Using the comma
C. Using the colon, semicolon, and dash
D. Using other punctuation marks

III. Resources
A. Film, Why Punctuate
B. Transparency, Punctuation (Kit)

IV. Knowing the Right Words (1 cycle)

I. Objectives
A. Each student will recognize homonyms and words that are similar.
B. The student will know how to spell the words studied correctly.
C. The student will recognize the three types of compound words and will be able to spell compound words studied.
D. The student will understand how to divide words correctly.

II. Content
A. Homonyms and similar words
B. Compound words
C. Word division

III. Resources
A. Transparency, Homonyms
B. Opaque projector-pictures illustrating homonyms.

V. Expressing Ideas Correctly (1 cycle)

I. Objectives
A. Each student should understand the meaning of clauses and phrases and use them correctly.
B. The student should be able to write effective sentences and paragraphs.
C. The student should increase his writing power.

II. Content
A. Using clauses and phrases
B. Writing effective sentences and paragraphs
C. Increasing writing power
D. Unipac, Writing Effective Paragraphs

III. Resources
A. Film, The Paragraph
B. Transparencies
1. The Compound Sentence Kit
2. The Complex Sentence Kit

VI. Business Letters (2 cycles)

I. Objectives
A. Each student will recognize the parts of a business letter.
B. He will recognize the different styles of business letters.
C. He will understand the importance of the tone of the business letter. 191

II. Content
- A. The parts of a business letter.
- B. The different styles of business letters.
- C. The tone of the business letter.
- D. Writing business letters

III. Resources
- A. Transparencies showing parts of a business letter and the different styles.

VII. Everyday Business Letters (1 cycle)

I. Objectives
- A. The student will be able to recognize and write personal business letters.
- B. Each student will be able to write a business letter that seeks or supplies information.
- C. Each student will be able to write letters ordering goods.

II. Content
- A. Personal business letters
- B. Letters that seek or supply information
- C. Letters involved with ordering goods.
- D. Each student will bring letters illustrating the above.

III. Resources
- A. Transparencies showing each of above.

VIII. Employment Letters (3 cycles)

I. Objectives
- A. Each student will understand the various parts of an application letter.
- B. The student will be able to prepare a personal data sheet.
- C. Each student will be able to write a letter of application.
- D. The student will be able to use proper channels in attempting to secure a given position and know how to conduct himself during an interview for that position.

II. Content
- A. Basic employability
- B. Planning the letter of application
- C. Types of application letters
- D. The parts of an application letter
- E. Qualifications, experience, references.
- F. The data sheet (resume)
- G. Tips from employers and personnel men.
- H. Conducting an interview.

III. Resources
- A. Transparencies illustrating parts of application letter, the letter, and a data sheet.
- B. Kits, Area I
  1. 331.01 Job Attitudes:trouble at work
  2. 331.11 Getting and keeping your first job
  3. 331.11 What you should know before you go to work.
  4. 331.11 Your job interview

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5. 301.24 Automation:promise or threat?
6. Jobs for high school students- 371.42
7. Preparing for the jobs of the '70's-371.42
8. Preparing for the world of work-371.42

XI. Using Your Speech Power (2 cycles)

I. Objectives
   A. Each student will be able to plan, and outline a talk.
   B. Each student will understand the techniques for giving a talk.
   C. The student will be able to give a talk.
   D. The student will understand the etiquette of speaking, whether he be the speaker, listener or invites a speaker.

II. Content
   A. Planning a talk-know the subject, know the audience.
   B. Outlining the talk.
   C. Helping the listener
   D. Considering the five qualities of communication
   E. Speaking techniques
   F. Body movements and types of gestures.
   G. Tips from top speakers.
   H. Each student plans and gives a talk

Semester project: Throughout the semester each student is to read about various careers or occupations in which he is interested. Then he is to pick one he prefers and write a paper on that particular one. He is to include the qualifications, the work itself, the salary, benefits etc.

III. Resources: available in Guidance Office or Library
   A. The Encyclopedia of Careers and Vocational Guidance, Vol. 1, Vol. 2, Ferguson Pub. Co., 1967, Chicago, Ill.
   B. Occupational Outlook Handbook, U. S. Department of Labor 1966-67 Edition, Washington, D. C.
   C. American Trade School Directory, U. H. E. Croner, Croner Publications Inc., 1957, NY Queens Village
   D. Career and Vocational School Guide, C. Lovejoy; Simon and Schuster 1967, New York
   E. The World of Work, Hugh Schrader; Weston Walch, 1968, Portland, Maine
   F. Other books and pamphlets in the Guidance Office or Library.

PRACTICAL ENGLISH

General Objectives

To acquaint students with the library and the various reference books in the library, and to show them that familiarity with these useful books will increase their efficiency in looking up information in books specifically designed to provide it.

To assist the students in improving his reading ability.

To assist the student in becoming proficient in his writing of sentences, paragraphs and compositions.

To acquaint the student with the world of work, to guide him to select a goal in life that is realistic, to show him the avenues open to reach that goal and lead a full, productive, and happy life.

To develop in each student an appreciation of the newspaper and the value of the newspaper in his daily life.

BASIC TEXTS: The World of Work, Schraeder 1968

RSVP Book I Reading, Spelling, Vocabulary and Punctuation

Scope Magazine

SRA Reading Laboratory

English In Action, Practice Book-Tressler

Reluctant Readers' Library

I. The Library (3 cycles)

I. Objectives

Having completed the Unipac of this unit the student should be able to

A. Identify the parts of a book
B. Know the location of the card catalog and its use.
C. Know the location of and the purpose of the Reader's Guide, and how to use it.
D. Know the location and purpose of the vertical file and how to use it.
E. Be familiar with the Dewey Decimal System
F. Be Aware of the various reference books, their location and use.

II. Content

A. Parts of a book
B. The Dewey Decimal System
C. The Card Catalogue
D. The vertical file
E. The Readers' Guide
F. Dictionaries
G. Encyclopedias
H. Atlases
I. Almanacs and Yearbooks
J. Indexes
K. Literature
L. Biographical

III. Resources

A. Unipac, Reference Books
B. English Grammar and Composition-Warriner's, Chapters 27, 28 and 29.
C. The entire library
D. Filmstrips
   1. An Introduction to the Library, Part I, II, III
   2. Introduction to the Card Catalog
   3. The Card Catalog
   4. Special Reference Books-Literature
   5. Encyclopedia
   6. Dictionaries
   7. Using Reference Materials
E. Posters on the library
F. Transparency-The Library

II. Reading Improvement
SRA Reading Lab (6 cycles each semester)

I. Objectives

Upon completion of this unit the student should be able to

A. Chart his own daily or weekly progress in comprehension, vocabulary and rate.
B. Demonstrate comprehension of ideas by using a selection not previously read.
C. Use the SQ3R work-study skills for reading short, timed selections in class and for assignments in other classes.
D. Demonstrate an understanding of commonly used affixes and roots and to use this understanding to unlock the meaning of new words.
E. Trace words to their origin, thus showing insight into the living nature of language.
F. Chart main ideas and details for any selection read in class.

G. Identify the writer's purpose and/or theme in a selection not previously read.
H. To show his grasp of critical thinking skills by
   1. Asking pertinent questions
   2. Making effective comparisons
   3. Making valid generalizations
   4. Making sound judgments
   5. Making justifiable evaluations
I. Demonstrate his listening skills and outlining skills by outlining main ideas and details while listening to a given tape.
J. Indicate ways that he can continue to improve his reading ability.

II. Content
   A. SRA Reading Lab Stories
   B. SQ3R Work-study skills
   C. Commonly used affixes and roots
   D. The writers purpose
   E. Critical thinking
   F. Listening skills

III. Materials Needed
   A. Listening tapes
   B. SRA Reading Lab
   C. List of commonly used affixes (prefixes, suffixes) and roots and their meanings. (See Unipac, Heads and Tails of Words).

IV. Resources
   A. Reading for Understanding, SRA
   B. How To Improve Your Reading, SRA
   C. How To Become A Better Reader, Witty
   D. Discussions In Reading, SRA

III. Composition (5 cycles)

I. Objectives
Upon completion of this unit the student should be able to
   A. Improve proficiency in mechanics.
   B. Improve proficiency in putting ideas together.
   C. Recognize the importance of writing as a communication skill.
   D. Write clearly, simply and directly.
   E. Recognize what a sentence is, and how to achieve sentence unity.
   F. Vary sentence beginnings, sentence structures, sentence lengths, and sentence patterns.
   G. Write effective paragraphs.
   H. Employ transitional elements to achieve fluency and coherence in writing.
   I. Organize the whole composition.

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II. Content
- A. The simple sentence
- B. Punctuation and capitalization
- C. Compound and complex sentences
- D. Unity and coherence
- E. Transition
- F. Sentence variation
- G. Topic sentence
- H. The paragraph, details, examples
- I. Composition
- J. Unipac "There is a correct way to write a paragraph".

III. Resources
- A. Books
  1. English in Action , Tressler
  2. English Can Be Fun, Herbert Prescott
- B. Films
  1. Why Punctuate
  2. The Paragraph
- C. Transparency Kits
  1. Writing Effective Sentences Part I, II
  2. Dependent Clauses
  3. Compound and Complex Sentences
  4. Using Transitions
  5. From Phrase to Paragraph

IV. The World of Work (8 cycles)

I. Objectives

Upon completion of the Unipac for this unit the student will be able to
- A. Analyze himself as to who and what he is.
- B. Discuss the values of productivity.
- C. Select a goal in life that is realistic.
- D. Know how money can work for him.
- E. Compare and contrast career fields.
- F. Write a letter of application, a data sheet.
- G. Make a job interview
- H. Fill out a job application form and social security form correctly.
- I. Investigate a work possibility.
- J. Conduct himself on the job properly.
- K. Know how to advance on the job.

II. Content
- A. Who and what I am? What do I know? What are my abilities?
- B. My family, my friends, my advisors.
- C. The job application, questions to ask, references.
- D. Proper presentation in the prospective employer's office.
- E. The interview
- F. Waiting for job news.
- G. The first job, changing jobs, keeping a personal file.
- H. Unions
- I. Advancement
- J. More education
- K. Insurance (property, liability, life)
- L. Finances, figuring a budget, installment buying, paying "cash", loan companies.

M. Selection of two career fields-write a paper on each.
N. Loyalty-to myself, my family, my school, my job.
O. Unipac
P. Field trips-Heyings, Schwan's, Falb Repair Shop

III. Resources
A. Books
1. The World of Work, Schraeder 1968
2. The Encyclopedia of Careers and Vocational Guidance Vol. 1, Vol. 2, Ferguson Publ. Co., 1967
3. Occupational Outlook Handbook, U. S. Dept. of Labor
4. American Trade School Directory, Croner 1957
5. Career and Vocational School Guide, Simon and Schuster, 1967

B. Filmstrips and Tapes: Area I
1. Job Attitudes-Trouble at Work
2. Getting and Keeping Your First Job
3. What You Should Know Before You Go To Work
4. Your Job Interview
5. Automation:Promise or Threat?
6. Jobs For High School Students
7. Preparing For The Jobs of the '70's
8. Preparing For the World of Work

V. A Newspaper Has Several Parts, Each With Its Own Purpose (6 cycles)

I. Objectives
After completing the Unipac for this unit the student will be able to
A. Understand how the newspaper is organized.
B. Understand the basic newspaper terminology.
C. Identify the various sections and parts of a newspaper.
D. Classify news stories into local, state, national and world news.
E. Write an editorial or letter to the editor, a news story, a feature story, or classified ad.
F. Use the newspaper as a means of communication.
G. Improve skills in reading, writing, speaking and critical thinking.
H. Realize the many jobs available in connection with the newspaper business.

II. Content
A. Definition of newspaper
B. The place of the newspaper in the student's daily life.
C. How to read a newspaper.
D. Categorizing articles in a newspaper.
E. Writing articles for a newspaper for various sections or parts.
F. Critical evaluation.
G. Unipac
H. The Des Moines Register

III. Resources

A. Books

1. How To Read a Newspaper, Dale Edgar; Scott, Foresman, 1942.
2. The Teacher and the Newspaper, American Newspaper Publishing Foundation
3. This Is A Newspaper, Feigenbaum & Seigel; Follett

B. Kits

1. The Newspaper In the Classroom, Des Moines Register and Tribune
2. Get More Out of Your Newspaper, The New York Times, 229 West 43rd St., New York, N. Y., 10036
3. Chicago Tribune-Educational Services Department, 643 Tribune Square, Chicago, Ill., 60611

C. Films

1. More Than Paper and Ink; Inside the News; The New York Times, Public Relations Department, 220 East 42nd Street, New York, N. Y., 10017
2. Did You Hear What I Said, The Newspaper Fund, P.O. Box 200, Princeton, N. J., 08540
3. From Pu p to Newsprint; Big City Paper; Newspaper Story; Current Events:Understanding and Evaluating Them; How To Read A Newspaper.

D. Filmstrips, records and script: SVE, 1345 Diversey Parkway, Chicago, Ill., 60614

1. The Newspaper in America (Kit)
   Six filmstrips and three records plus script
   a. Reading Daily Newspapers
   b. Understanding Feature Stories
   c. Writing for Newspapers
   d. Preparing News for Print
   e. The Finished Newspaper
   f. Weeklies and Other Publications

IV. Activities

Exercises in

A. RSVP Book I - Reading, Spelling, Vocabulary and Pronunciation
B. Scope Magazine, which comes weekly
C. Reading books from Reluctant Readers' Library

Preface

In the preparation of this speech outline, several behavioral objectives were in mind.

Being able to share responsibility with a group in arriving at sound decisions and having cooperative attitudes in dealing with others are near the top of the list.

It is our expectation that the successful speech student will, at the end of the semester, be able to recognize and analyze problems of significant contemporary interest and will have developed skills in the techniques of effective discussion in the areas of leadership and participation. He will have learned to express ideas, emotions and attitudes accurately and effectively, and above all, he will have learned how to organize a speech for oral or written communication.

This outline is based upon two "basic assumptions" regarding speech:

A. All students should have speech training in high school.

B. Such training is necessary for life in a democracy.

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Organization Outline

Unit I. Introduction to Speech (2 cycles)
- A. History
- B. Importance
- C. Basic Principles
- D. Speechmaking in a Democracy (2 cycles)
  1. How speechmaking got started--speech in a democracy--the importance of speech training to citizens of a democracy.
  2. Why so much conversation? How to improve conversation (guideposts for improvement).
  3. Special types of conversation in a democracy, the conversation, telephone conversation, introductions, interviews, sales talks.

Unit II. Fundamentals of Communication (4 cycles)
- A. Using the body
- B. Voice and Articulation
  1. Speech mechanism
  2. Reading
  3. Interpretation
- C. Listening
- D. Semantics

Unit III. Public Speaking-speech organization and discussion (6 cycles)
- A. Preparation
- B. Collection of Information
- C. Discussion
- D. Delivering the Speech
- E. Special types of public speeches

Unit IV. Debate (optional)

Unit V. Parliamentary Procedure (2 cycles)

Unit VI. Drama (3 cycles)

Unit VII. Career Education (1 cycle)

General Objectives

By the end of the semester, the student should be able to:

Set appropriate standards for his own oral presentation;
Show when speaking that he is idea conscious, not self-conscious;
Present original thought, appropriately organized and developed;
Evaluate own growth in oral expression;
Understand language and use it properly as an influencer of human behavior;
Observe professional speakers in person, on the screen, radio, television, and recordings and from them select techniques which can apply to his own presentation;
Relate speaking to the other three main areas in the language arts--reading, writing, and listening;
Meet varying demands of speech situations with adequate range and flexibility of skills;
Know how to locate sources for speech materials;
Read orally without losing contact with the audience;
Can speak extemporaneously on a familiar topic without displaying excessive anxiety;
Demonstrate ability to carry on a convincing argument with one or more persons and to moderate a discussion.

BASIC TEXT: The New American Speech - Hedde.Briggance

I. Speechmaking in a Democracy (2 cycles)

I. Objectives
- A. The student will understand the nature of the course and what is expected of him.
- B. Become better acquainted with classmates and teachers.
- C. Know the history of speech.
- D. Know the importance of speech in a democracy.
- E. Know the special types of conversation in a democracy.

II. Content
- A. Learning experiences
  - 1. Review of history of speech (mimeographed material)
    - a. Greek and Roman Rhetore
      - (1) Corax
      - (2) Legographers
      - (3) Sphists
      - (4) Theorists
        - (a) Plato
        - (b) Aristotle
      - (5) Practitioners
      - (6) Cicero
      - (7) Quintillian
    - b. Rebirth of speech in 20th Century America
      - (1) Elecutionary Period
      - (2) Separation of Speech from English (1915)
      - (3) Woolbert-Hunt debates
  - 2. Discussions of speech making in a democracy
    - a. Everyday conversation
    - b. Special types of conversation

III. Resources
- A. Film: Why Study Speech?

II. Fundamentals of Communication (4 cycles)

I. Objectives

Upon Completion of the assignments in this unit, the student will
- A. See the importance of motion to communication
- B. Develop control of the body and natural movement in front of an audience
- C. Communicate an idea to an audience without words
- D. Know the mechanics and parts of the speech mechanism.
- E. Develop effective use of the voice.
- F. Develop the ability to understand and read from the printed page.

II. Content
- A. Learning experiences
  - 1. Assignment: Chapter 4 in text, Using the Body, pp. 39-54
  - 2. Pantomimes
    - a. Individual
      - (1) Demonstrate good and poor body action during a speech.

(a) Posture
(b) Eye contact
(c) Facial expression

(2) Work out one of the pantomimes suggested in exercises 3-5 in text, pp. 52,53,54

b. Group

(1) Work out a suggestion listed under exercises 3, 4, 5 p. 406 in text.

(2) Demonstrate platform posture and procedure.

B. Voice and articulation

1. Instructor tests the voice and articulation of every student using the mimeographed copies of forms found in TEACHING SPEECH, by Loren Reid.
2. Instructor gives results to students and suggests improvement, if necessary.
3. Assignment: Chapter 5 in text, Using the Voice, pp. 55-75 and Chapter 6, American Pronunciation, pp. 76-98.
4. Lecture on parts of speech mechanism, using diagram on board or mimeographed sheets.
   a. Four parts of speech mechanism
      (1) Generator
      (2) Vibrator
      (3) Resonators
      (4) Articulators
   b. Four stages of sound production
      (1) Breathing
      (2) Phonation
      (3) Resonation
      (4) Articulation
   c. Four aspects of voice
      (1) Volume
      (2) Rate
      (3) Pitch
      (4) Quality
5. Class exercises
   a. Articulation
   b. Breathing--exercises pp. 92-93, text
6. Class listens to Ages of Man, (Shakespeare) by John Gielgud, to demonstrate effective use of voice.
7. Each student chooses a short (3 min.) prose selection from teacher's collection (Twain, Thurber, Skinner, "Hyman Caplan," etc.) to read.
   Assignment: study the selection so that you can answer the following questions (SPEAK UP!, p. 240). Write answers to the last three and hand them in before reading.
   a. What do the words mean?
   b. What is the author's central idea?
   c. What feeling is the author trying to convey?
   d. How does the style of this material help convey meaning and feeling?

C. Reading Interpretively

1. Assignment: Chapter 17 in text, Reading With Meaning, pp. 273-296. Practice reading all selections aloud.
2. Each student reads his selection. (Should take three days if ample time is allowed for oral criticism and discussion.)
3. Entire class prepares to read "The Highwayman" by Alfred Noyes, pp. 308-310. Students will be chosen at random to record a few lines on tape.
4. Students choose a selection of 3-5 minutes of which to write an analysis and interpret orally. Material must be approved by instructor.
   a. Poetry is recommended.
   b. Story poems
      (1) Cremation of Sam Magee-Robert Service
      (2) Yarn of Nancy Bell-Gilbert
      (3) Dangerous Dan Magrew-Service
      (4) Ballad of the Harp Weaver-Edna St.Vincent Millay
   c. Dialect poems
      (1) Dog Story-John Thomas Browne, German
      (2) Gunga Din-Kipling, Cockney
      (3) Danny Deever-Kipling, Cockney
      (4) Angelina Johnson-Paul Lawrence Dunbar, Negro
      (5) Little Brown Baby-Dunbar, Negro
   d. Modern Poems
      (1) Carl Sandburg: Chicago; Mamie; The People, Yes...; Skyscrapers.
      (2) Edwin Arlington Robinson: Richard Cory; Miniver Cheevy.
      (3) Robert Frost: Mending Wall; Death of the Hired Man; Birches
      (4) Edgar Lee Masters: Spoon River Anthology
5. Lecture on
   a. Choice of material
   b. Introductions to material
   c. Special problems of prose and poetry
   d. Communication of thought
   e. Phrasing
6. Discussion
   a. What is interpretation? empathy? imagery? semantics? figures of speech?
   b. How does quality in a voice affect the reading of a poem?
   c. What part of the speech mechanism creates pitch? How? (vocal cords, by rage of vibration.)
   d. What is the average range of a human voice? How can a person extend his range? Should he? (Two octaves, practice extends range, a greater range is desirable.)
   e. What determines the force or energy with which we speak? Force helps the sound of the voice in what way besides allowing it to be heard distinctly? (makes possible resonance.)

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f. What are the three elements involved in time? (Rate of speech, pauses, duration of sound.)
g. How can one get emphasis in interpretation? (inflection, force, change of quality, pitch, pause.)
h. How does time in interpretation differ from time in conversation? (Slower.)
i. What is rhythm? Does prose as well as poetry have rhythm?

7. Interpretation Types
   a. Assignment: Chapter 16 in text, Interpreting Types of Material, pp. 297-324
   b. Students read their selections
   c. Evaluate each other using check list. Discuss various types of literature:
      (1) Factual prose
      (2) Poetry
      (3) Monologue
      (4) Dialogue
      (5) Humor
      (6) Drama
      (7) Dialect
   d. Listening
      (1) Assignment: Chapter 7 in text, pp. 99-110
      (2) Activities p. 109 during week as specified

8. Listening
   Possible Procedures
   a. Assign reading and discussion emphasizing the importance of efficient listening-the why!
   b. Form a "gossip circle". Start a phrase going from one student to another. (Each student can verbalize only once.) Notice end result!
   c. Have students make a check list of all sounds heard on the way to school. Pay special attention to students who ride the same bus, walk the same street, etc.
   d. Have students make a check list of how many times they have to repeat a verbalization in one day or in one class period.
   e. Pair off students. One gives his partner ten simple commands, such as "Raise your right arm," "Hold left foot up," "Scratch your left ear." Person giving commands keeps check list on mistakes. Reverse partners.
   f. Pair off students. Seat each pair back to back, and have one repeat a list of words to his partner, thus forcing the listener to pick out one particular voice. Such lists as these may be used: din, thin, sin, men, fin; take, make, flake, shake.
   g. Set up a demonstration. A recording of the day's assignment or project is played over and over again as the students enter the classroom. Start class; check students who heard assignment.
   h. Schedule a listening type of examination with written analyses and evaluations, such as; have students listen to a recorded speech; then write main points of content. Replay record to check.
   i. Select each of the specific types of listening as a goal of an oral project.

j. Set up a laboratory room where students may go to practice listening by themselves. (Check list must be available so students may check own progress; also, recording of different types of material.)

9. Semantics
The understanding of word meanings
a. Words as symbols
(1) Referent, Denotation, Connotation
(2) The Science of Semantics
b. Problems of Verbal Communication
(1) Problems arising from connotation
(2) Problems arising from changes in words meanings and in object
(3) Problems arising from the use of abstractions
c. Speech techniques as aids in conveying meaning
(1) Appropriate voice quality
(2) Appropriate volume
(3) Appropriate intensity
(4) Appropriate pitch
(5) Appropriate timing
d. The use and abuse of word symbols in swaying audiences
(1) Emotionally charged words
(2) The devices of propaganda
(a) Name calling
(b) Glittering generalities
(c) Transfer
(d) Plain folks
(e) Card stacking
(f) The band wagon
(3) The responsibilities of speakers and of listeners

III. Resources
A. Books
1. Adams and Pollock, Speak Up! pp. 389-430, 240-276
2. Griffith et al., Your Speech, pp. 140-150, pp. 341-364
B. Films
1. Effective Listening
2. Let's Try Choral Reading
3. Ways to Better Conversation and Interpretation, U of I
4. How to Say What You Mean, U of I
5. Platform Posture and Appearance
6. Using Your Voice
7. Bodily Action
8. Effective Listening
9. Better Choice of Words
10. The Function of Gestures
11. Stage Fright
C. Transparencies
1. Listening
a. Feedback and listening
b. Isolated facts versus central ideas
c. Note taking
d. Hints for high-level listening
e. Fact or opinion?
f. Check sheet for listener

III. Public Speaking-Speech Organization and Discussion (6 cycles)

I. Objectives

Given a specific speaking assignment, the student will be able to

A. Prepare and deliver a speech to inform
B. Prepare and deliver a speech to stimulate or arouse
C. Prepare and deliver a speech to convince
D. Prepare and deliver a speech to entertain
E. Prepare and deliver a speech of eulogy
F. Prepare and deliver a speech to plot an oral reading, indicating proper phrasing, emphasis, etc.
G. Deliver an oral reading
H. Speech of personal experience

II. Content

A. The preparation of a speech
   1. Investigation
      a. Choice of topic
      b. Analysis of the audience
B. Collection of material
C. Group discussion
   1. Types of discussion groups
      a. Classroom groups
      b. The conference
      c. Informal groups
         (1) Study groups
         (2) Policy-forming groups
         (3) Committees
      d. The panel
      e. The Symposium
      f. Radio and television groups
         (1) Radio discussions
         (2) Television discussions
   2. Advantages of group discussion
   3. Problems for group discussion
      a. Kinds of problems
         (1) Problems involving groups in action
         (2) Problems involving public policy
         (3) Problems involving a mode of conduct
      b. Phrasing of the problem
   4. Qualifications and duties of group members
      a. The role of the discussion leader
         (1) Preparation
         (2) Qualifications
      b. The role of speakers
         (1) Preparation
         (2) Qualifications
      c. The role of the audience
D. Delivering the Speech
   1. Objectives
      a. To teach the constituent elements of good delivery
      b. To improve voice and articulation
      c. To improve directness
      d. To improve bodily communication

2. Voice, articulation and pronunciation activity
   a. Purpose: to improve voice and articulation individual
   b. Motivation: discussion of problems
   c. Procedure: individual assignments
3. Directness
   a. Purpose: to teach the value of directness
   b. Motivation: Discussion of examples of indirectness
   c. Procedure: class discussion practice
4. Visual Communication
   a. Purpose: to improve the ability of the student
   b. Motivation: magazine illustrations
   c. Procedure: class discussion practice

E. Special Types of Public Speeches
1. Making announcements
2. Speeches of courtesy
   a. Introductions
   b. Welcome to guests or new members
   c. Response to a welcome
   d. Presenting a gift as an award
   e. Accepting a gift as an award or an office
3. Speeches of tribute
   a. Nomination
   b. Eulogy
4. Speeches of special occasion
   a. The valedictory speech
   b. The salutatory address
   c. The after-dinner speech

III. Resources
A. Films
1. Using Visual in Your Speech
2. Planning Your Talk
3. Communication Which Evaluates and Criticizes
4. How to Conduct a Discussion

B. Recordings: Effective Speaking, Milton Cross (10 lessons)
C. Current magazines and periodicals
D. Transparencies
1. Basic Speech
   a. Why Am I Speaking?
   b. What Shall I Talk About?
   c. Does My Subject Fit Me?
   d. Does My Subject Fit My Audience?
   e. Does My Subject Fit the Occasion?
   f. Where Do I Get Information for My Speech?
   g. Can My Subject Be Too Broad?
   h. How Do I Organize My Material?
   i. Ways to Organize Body of Speech
   j. Cause-to-Effect or Effect-to Cause Order?
   k. Classification or Topical Order
   l. Problem-Solution Order
   m. Chronological Order
   n. Space or Geographical Order
   o. Introducing the Speech
   p. Supporting Main Ideas
   q. Concluding the Speech
   r. What Should an Outline Look Like?

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III. Public Speaking-Speech Organization and Discussion (6 cycles)

I. Objectives

Given a specific speaking assignment, the student will be able to

- A. Prepare and deliver a speech to inform
- B. Prepare and deliver a speech to stimulate or arouse
- C. Prepare and deliver a speech to convince
- D. Prepare and deliver a speech to entertain
- E. Prepare and deliver a speech of eulogy
- F. Prepare and deliver a speech to plot an oral reading, indicating proper phrasing, emphasis, etc.
- G. Deliver an oral reading
- H. Speech of personal experience

II. Content

- A. The preparation of a speech
  - 1. Investigation
    - a. Choice of topic
    - b. Analysis of the audience
- B. Collection of material
- C. Group discussion
  - 1. Types of discussion groups
    - a. Classroom groups
    - b. The conference
    - c. Informal groups
      - (1) Study groups
      - (2) Policy-forming groups
      - (3) Committees
    - d. The panel
    - e. The Symposium
    - f. Radio and television groups
      - (1) Radio discussions
      - (2) Television discussions
  - 2. Advantages of group discussion
  - 3. Problems for group discussion
    - a. Kinds of problems
      - (1) Problems involving groups in action
      - (2) Problems involving public policy
      - (3) Problems involving a mode of conduct
    - b. Phrasing of the problem
  - 4. Qualifications and duties of group members
    - a. The role of the discussion leader
      - (1) Preparation
      - (2) Qualifications
    - b. The role of speakers
      - (1) Preparation
      - (2) Qualifications
    - c. The role of the audience
- D. Delivering the Speech
  - 1. Objectives
    - a. To teach the constituent elements of good delivery
    - b. To improve voice and articulation
    - c. To improve directness
    - d. To improve bodily communication

2. Voice, articulation and pronunciation activity
   a. Purpose: to improve voice and articulation individual
   b. Motivation: discussion of problems
   c. Procedure: individual assignments
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   a. Purpose: to teach the value of directness
   b. Motivation: Discussion of examples of indirectness
   c. Procedure: class discussion practice
4. Visual Communication
   a. Purpose: to improve the ability of the student
   b. Motivation: magazine illustrations
   c. Procedure: class discussion practice

E. Special Types of Public Speeches
1. Making announcements
2. Speeches of courtesy
   a. Introductions
   b. Welcome to guests or new members
   c. Response to a welcome
   d. Presenting a gift as an award
   e. Accepting a gift as an award or an office
3. Speeches of tribute
   a. Nomination
   b. Eulogy
4. Speeches of special occasion
   a. The valedictory speech
   b. The salutatory address
   c. The after-dinner speech

III. Resources
A. Films
1. Using Visual in Your Speech
2. Planning Your Talk
3. Communication Which Evaluates and Criticizes
4. How to Conduct a Discussion

B. Recordings: Effective Speaking, Milton Cross (10 lessons)
C. Current magazines and periodicals
D. Transparencies
1. Basic Speech
   a. Why Am I Speaking?
   b. What Shall I Talk About?
   c. Does My Subject Fit Me?
   d. Does My Subject Fit My Audience?
   e. Does My Subject Fit the Occasion?
   f. Where Do I Get Information for My Speech?
   g. Can My Subject Be Too Broad?
   h. How Do I Organize My Material?
   i. Ways to Organize Body of Speech
   j. Cause-to-Effect or Effect-to Cause Order?
   k. Classification or Topical Order
   l. Problem-Solution Order
   m. Chronological Order
   n. Space or Geographical Order
   o. Introducing the Speech
   p. Supporting Main Ideas
   q. Concluding the Speech
   r. What Should an Outline Look Like?

s. Using "Cue Cards"
t. How Do I Make a Good Impression?
u. Making Announcements; Introducing Speakers
v. Effective Listening
w. Requirements for a Successful Speech

2. Communication Process
a. The communication process
b. The vocal mechanism
c. Use voice to best advantage
d. Outlining a speech
e. Parts of a speech
f. Language conveys meaning
g. Problems in delivery

IV. Debate (optional)

I. Objectives

The unit should:

1. Encourage thinking and voicing of opinions through presenting statements involving fact.
2. Know the uses and types of debate
3. Know how to prepare a debate brief
4. Understand attitudes and techniques in debating
5. Prepare constructive and rebuttal speeches

II. Content

A. The Uses of debate
1. Legislation
2. Politics
3. Business
4. Law
5. Education

B. Types of Debating
1. Assembly debating
2. Cross-examination debating
3. Formal debating

C. Requirements for wording the proposition
1. Simplicity
a. Clarity
b. Conciseness
c. Affirmative wording
d. Declarative statement
e. Unity
f. Specific proposal
g. Freedom from bias
h. Burden of proof on the affirmative

D. The Issues

E. Preparation of a brief
1. Form and development
2. Parts of a brief
a. The introduction
b. The body
c. The conclusion

F. Preparation of the debate speeches
1. The constructive speech
2. The rebuttal speech

G. Attitudes and techniques in debating
H. The decision
   1. Types of decisions in debate
      a. Decision by judges
      b. Decision by critique
   2. Debates without official decision
   3. Importance of the decision

III. Resources
A. Supplementary
B. Films
   1. Common Fallacies
   2. Support of Ideas
C. Current magazines

V. Parliamentary Procedure (2 cycles)

I. Objectives
A. Given a testing situation, the student will be able to illustrate an adequate general knowledge of parliamentary rules.
B. Will be able to present a motion correctly
C. Will know proper rules of order of business
D. Write a constitution
E. Understand privileged, subsidiary, main and incidental motions.
F. Know duties of officers
G. Preside correctly in any official chair

II. Content
A. Procedure for starting a club
   1. The first meeting
   2. The constitution and bylaws
B. Duties of officers
   1. Duties of the chairman
   2. Duties of the vice-president
   3. Duties of the secretary
   4. Duties of the Treasurer
C. The minutes
D. The order of business
E. Presentation of a motion
   1. How to address the chair
   2. How to accord recognition
   3. How to propose a motion
   4. How to second a motion
F. Methods of voting
G. Kinds of motions
   1. Provileged Motions
      a. Fixing of time to which to adjourn
      b. Adjourning
      c. Taking a recess
      d. Raising a question of privilege
      e. Calling for the orders of the day

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2. Subsidiary motions
   a. Postpone temporarily
   b. Vote immediately
   c. Limit debate
   d. Postpone definitely
   e. Refer to a committee
   f. Amend
   g. Postpone indefinitely
3. Main Motions
   a. Reconsider
   b. Resound
   c. Reconsider and enter on the minutes
   d. Take from the table
4. Incidental Motions
   a. Appeal
   b. Point of order
   c. Parliamentary inquiry
   d. Suspend rules
   e. Withdraw a motion
   f. Object to consideration
   g. Division of the question
   h. Division of the assembly

III. Resources
   A. Films
      1. Current Events-Evaluating
      2. Parliamentary Procedure
      3. Communication Which Evaluates and Criticizes
   B. Recordings
      1. Effective Speaking-Milton Cross (10 lessons)
   C. Current magazines and periodicals
   D. Transparencies

VI. Drama (3 cycles)

I. Objectives
   A. In reading a play, students will concentrate on and identify literary characteristics (characters, plot development, setting, theme, dramatic devices.
   B. After a study of examples of Elizabethan, television and comtemporary plays, students will be able to recognize characteristics of these types of drama in other works.
   C. After a study of a play, the student will be able to
      1. Understand the difference of emotional response by different characters to a similar situation.
      2. Enjoy real drama
      3. See clearly the opposing forces
      4. See how self-realization is gained as a result of the experience with drama
      5. Understand the placement of individual scenes and their relationship to the whole.
   D. After a study of drama, the student will have
      1. An awareness of dramatic form and skill in dramatic criticism.
      2. Knowledge of the different basic component of the theater.
      3. An interest in dramatics

II. Content

A. Vocabulary of the theatre
   1. Acting terms
   2. Stage terms
      a. Areas
      b. Equipment

B. Appreciation
   1. Evaluation of drama in all modern media
      a. Live theatre
      b. Television
      c. Motion pictures
      d. Radio
   2. Dramatic literature
      a. Forms
      b. Types
      c. Criticism

C. History of the Theatre
   1.
      a. Greek
      b. Roman
      c. Medieval
      d. Renaissance
      e. Elizabethan
      f. Nineteenth Century
         (1) European
            (a) English
            (b) Continental
         (2) American
      g. Modern
      h. Oriental
   2. Drama
      a. Egyptian
      b. Greek
      c. Roman
      d. Medieval
         (1) Miracle
         (2) Morality
         (3) Mystery
      e. Renaissance
         (1) Masques and Mimes
         (2) Opera
      f. Elizabethan
         (1) Shakespearian
         (2) Others (Beaumont and Flether, Jonson, etc.)
   3. Development of the staging
      a. Stage construction
      b. Actors and acting
      c. Scenery
      d. Properties
      e. Costuming
      f. Masks and make-up

D. Appreciation of drama as a literary form
   1. Reading and Evaluation of Thornton Wilder's Our Town
   2. Rudolph Besier's, Barretts of Wimpole Street
   3. Oral Play Review of an individually assigned one act
   4. Each student participate in a one act play as a Reader's Theatre group.

III. Play analysis for appreciation
  A. Types of plays
    1. Comedy
    2. Farce
    3. Tragedy
    4. Serious drama
    5. Melodrama
    6. Historical drama
  B. Styles of writing
    1. Realism
    2. Naturalism
    3. Romanticism
    4. Symbolism
    5. Expressionism
    6. Allegory

IV. Resources
  A. Films
    1. The Theater-One of the Humanities
    2. Shaw's-Pygmalion
    3. Cherry Orchard-Chekov
    4. Doll's House
    5. On Stage
  B. Television
  C. Video Tape Recorder
    1. Spoon River Anthology
    2. Hamlet
  D. Classroom references
    1. Corrigan
    2. Laurel-British Drama-20th Century
    3. Olfson, Fifty Scenes for Student Actors
    4. Esslin, The New Theater of Europe, 3 volumes
    5. Wald-Werner, Three Major Screen Plays
    6. Bentley-The Modern Theatre
    7. Ommanney-Schamker, The Stage and The School
    8. Elkind, 30 Scenes for Acting
    9. Elkind, 28 Scenes for Acting
    10. Elkind, 32 Scenes for Acting
    11. Gorchakov, Stanislavsky Directs
    12. Fort-Kates, Minute History of Drama
    13. Welcox, The Mode in Costume
    14. Barnes, On Stage
    15. Prideaux, World Theater in Pictures
  E. Available Cast Copies
    1. Raisin in the Sun
    2. The Glass Menagerie
    3. Hamlet
    4. The Barretts of Wimpole Street
    5. The Old Lady Shows Her Medals
    6. The Veldt
    7. Andersonville Trial
    8. Numerous 1 acts

VII. Career Education (1 cycle)

I. Objectives

Having completed the unit, the student will have a complete knowledge of the vocation of his choice and will learn the advantages and disadvantages of the vocations reported upon by his classmates.

II. Content

From the library, guidance department and other sources, each student will prepare an outline for an oral presentation to his small group, and report on his chosen vocation.

III. Resources

A. Vocational materials - guidance department
B. Library sources
C. Area I Media Center, Decorah

IV. Activities

Use the material borrowed from Northern Illinois University (See page 38)

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INDIVIDUALIZED READING
Semester Elective, Grades 10, 11 and 12

General Objectives

The student, after completing his semester in individualized reading should have demonstrated his ability to:

Think about and to discuss his reading;

Expand his range of reading interests;

Write clearly and concisely about the books he has read.

I. Objectives
   A. To read a variety of books
   B. To plan, with the teacher, an individual reading program for the semester.
   C. To think about the people, places, events, or ideas in the books.
   D. To discuss (in written diary discussion and in a teacher-student conference) a specific aspect of the book as well as general comments about the book.
   E. To select some more mature and/or difficult books that have previously been read.

II. Content
   A. Student completes a questionnaire to give some indication of his current reading habits and reading level.
   B. During the first two weeks, the teacher conducts an individual conference with each student to assist him in forming a tenative reading plan for the semester. This plan is not intended to be rigid but to be a general guide.
   C. Students read during class period.
   D. After student completes a book, he fills out a brief book form and writes a short diary discussion.
   E. Students sign for an individual teacher-student conference to discuss a book.
   F. Conferences will be held in the classroom and will be approximately ten minutes long.
   G. A record of each student's reading will be kept.

III. Resources
   A. Books
      1. Books may be chosen from those available in the classroom, from the school library, from the public library, from students' personal libraries.
      2. Mimeographed materials
         a. Directions for Individualized Reading
         b. Handbook of Literary Terms
         c. Topics for Diary Discussions and Conferences

IV. Additional Materials

Course Description: Individualized Reading is a course in which the student is allowed to read--in the classroom--books that interest him. The student will be encouraged to expand his range of reading interests and to think seriously about his writing.

After he has completed a book, he will write a one- or-two page "Diary Discussion." The "Diary Discussion" is written on a specific topic chosen from thirty-one possible topics such as Characterization," "Author's Own Ideas," "Plot," "Interesting People," etc. This "Diary Discussion" then forms the basis for a teacher-student conference. This ten minute conference is the student's opportunity to discuss his diary discussion topic and the book in general. Each student will be individually evaluated according to the quality of the conference and the diary discussions, the difficulty and number of books read, and the progress in reading and in discussing the reading.

Achievement Level: This course is designed for any student who wants to read, who wants reading time provided, and who wants an opportunity to discuss his reading.

Course Emphasis: Individualized Reading emphasizes the personal reading development of the student and his willingness and ability to think about and to discuss his reading.

Materials and Procedures

I. Materials
   A. In the Classroom
      1. Several hundred paperback books available in the classroom and/or library. (Many multiple copies and a great variety of reading levels and interests will be represented.)
      2. Paperback books available for students to purchase.
      3. Reference books (for students and teachers), pamphlets, reading lists.
      4. Filing Cabinets and manila folders for each student.
      5. A file on several hundred books including a variety of information, such as book synopsis, tests, study guides, teaching guides, teaching guides, articles from ENGLISH JOURNAL, MASS MEDIA, ATLANTIC, etc.
   B. Given to each student
      1. Directions for Individualized Reading
      2. Handbook of Literary Terms
      3. Topics for Diary Discussions and Conferences

II. Procedure
The teacher will have read the books the students have read.
The teacher will have individual conferences with the students and help guide the students' reading programs.
The librarians are invaluable aid for the course in such ways as: suggesting books for students to read, presenting several book talks, rating the book titles, helping with the initial conferences to plan the student's semester reading program, helping with conferences occasionally.

Directions For Individualized Reading

I. Choosing and Reading a Book
   A. Choose a novel, biography, or other nonfiction which interests you.
   B. Your teacher and librarian will be glad to make suggestions to you.
   C. During the first week or two, talk to each student individually to assist in forming a tentative reading plan for the semester.

II. Diary Discussion and Book Forms
   A. Complete a Book Form and a Diary Discussion for each book read.
   B. Bring both the Book Form and the Diary Discussion to your conference.
   C. Book forms will be available.

D. The Diary Discussion is a one-or-two page paper based on one of the thirty-one Topics for Diary Discussions.
E. Choose a topic which really fits your book.
F. Your Diary Discussion forms the basis for your conference discussion.
G. As you write your Diary Discussion, support your main ideas with examples from the book.
H. Write your Diary Discussion in ink or type it.
I. Indicate the book title (underlined) and topic on page one of each Diary Discussion.
J. Your Diary Discussion will be returned to you. Please keep all of them in a notebook which will be your Diary for Individualized Reading.
K. Refer to your Handbook of Literary Terms when preparing your discussion.

III. Conferences
A. You will have a ten-minute conference with one of your teachers on many of the books which you read.
B. Schedule a conference three to five days in advance.
C. A Conference Schedule Sheet will be available on the desk for you to sign-up for a conference on a specific date.
D. It is imperative that you be prepared on the day which you schedule a conference. Conference schedule changes will seldom be allowed.
E. You will be expected to take the initiative during your conference.
F. Bring your Diary Discussion and Book Form to the conference.
G. Bring your book if you wish to read certain passages.
H. Talk about your diary topic and anything else you wish to discuss regarding your book. Thoughtful preparation is important.

IV. Evaluation-Your grade will be based on:
A. The quality of your conferences
B. Your Diary Discussion and Book Forms
C. The difficulty of the books you read
D. The number of books you read
E. The progress you make in your reading and in discussing your reading.

V. Activities (for those who wish to participate)
A. Small group discussions for those who have read the same book.
B. Panel discussions or debates for those who have read the same book.
C. During the last half of the semester, you may choose to concentrate your reading on an author, a theme, or a type of book in which you are particularly interested and then write a paper on your chosen topic. (Examples: The World of John Steinbeck; War and Its Effect on Man; The Lonely Person; Initiation Into An Adult World--Growing Up; Future Societies As Seen Through the Eyes of Science Fiction Writer, etc.)

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